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ABSTRACT

This book contains 44 chapters and an appendix of pictures for teachers to use with Arab learners in Higher Colleges of Technology (HCT) classrooms. Each lesson describes goals, materials needed, and the activity. Many lessons offer sample worksheets, answers to anticipated problems, alternative uses, and suggestions for optimal utilization. With the exception of Arabic, all HCT courses are instructed in English. Chapters include: "Increasing Student Awareness and Assessment"; "Seven Ideas to Reinforce Verbs"; "Smoking Cigarettes"; "Question Tags"; "Queries with Parameters"; "Ethics"; "Five Math Games for the HCT Classroom"; "Internet English"; "Conversion of Fractions and Decimals"; "Lateral-Thinking 'Mystery' Story"; "Structure: Past Simple"; "Signed Numbers in Real Life Math"; "Speaking Practice"; "Pie Charts: Percentage vs. Total"; "Four Icons of the Twentieth Century"; "Lie Profile"; "Pyramid Discussion"; "A Canadian in the United Arab Emirates"; "Musical Inspiration"; "The First Flight"; "The Secret Shopper"; "Vocabulary"; "Arabisation: An Integrated Skills Lesson"; "An Alternative Cinderella"; "Barriers to Communication"; "Reading/Writing"; "Problem-Solution: An Example with Gandhi"; "Reading"; "Keeping Track of Your Learning"; "Online Student Generated Vocabulary Games"; "Comprehension"; "Warmers for a Saturday Morning: Ways to Talk about the Weekend"; "Describing Objects"; "Preparing to Learn"; "Reading/Writing"; "Improving Your Spelling"; "Transference of Information"; "Answering Machine Letter"; "10 Adaptable Activities/Games for the Classroom"; "Introduction to HTML and Web Work"; "Writing Resumes & CVs: Get That Next Job!"; "Taking a Trip: Listening, Ordering, Retelling and Writing a Story about a Trip"; "Around the World"; and "Quick Dictionary Ideas." (SM)

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# TEACHING AND TECHNOLOGY FOR THE CUTTING EDGE PRACTITIONER

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Abu Dhabi Men's College

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# TEACHING AND TECHNOLOGY FOR THE CUTTING EDGE PRACTITIONER

EDITOR:
CHRISTINE CANNING-WILSON
ABU DHABI MEN'S COLLEGE



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# WELCOME FROM THE EDITOR

Dear Colleagues:

I would like to thank the many contributors throughout the Higher Colleges of Technology (HCT) who have helped to put this teacher training book together. This Quality in Teaching and Learning Program (QTL) Project for sharing classroom ideas was the result of a joint effort by teachers from all of the Colleges in the HCT system and community. I would also like to thank the many people from the Vice-Chancellor's Office, Center For Excellence in Applied Research and Training (CERT), Abu Dhabi Men's College (ADMC) and Academic Services (ACS) who supported the QTL project from start to finish.

One of the primary intentions of this QTL project is to publish and highlight teaching excellence, through a series of documented lesson plans. The project serves to profile successful activities from a broad base of perspectives across the entire college system, as well as to expand the current teaching resources currently available to HCT classroom teachers.

This book serves not only as a representative work of action research in the classroom, but as a perpetual reference guide for practitioners to use on a daily basis. It is hoped that this book of activities will enhance your approach and offer fresh ideas to introduce to your students in the classroom.

As the book fosters teacher education and training, it also promotes and encourages faculty to try new eclectic approaches to foreign and second language teaching in their respective fields. Unlike other lesson plan books in the commercial market, this book of lessons and activities describes successful ideas that have worked with native Arabic speakers in the United Arab Emirates.

The hope and intention of the work is to encourage classroom teachers to take risks and adopt new approaches with current and future teaching materials. The aim of the project is to offer faculty new ways to prosper in the classroom and to further Higher Colleges of Technology's commitment to foster an environment that keeps up to date with the cutting edge of education.

In good faith, I hope this book will serve as a reference guide of adaptable ideas to help you during your tenure with the Higher Colleges of Technology.

I wish you all a successful academic year.

Best Regards,

Christine Canning-Wilson

Christine Canning-Wilson
Editor
ADMC/CERT

# TIPS FOR USING THIS BOOK

## LESSON PLANS AND SUPPLEMENTARY ACTIVITIES FOR THE CLASSROOM TEACHER WHO USES ENGLISH AS A MEDIUM OF INSTRUCTION

The book contains 44 chapters and an appendix of pictures for teachers to use in the classroom. The lessons chosen are adaptable and offer innovative approaches to materials used in the HCT Curriculum. With the exception of the first two chapters and the appendix, each lesson contains an aim, the materials needed to complete the lesson, and a description of the activity. Many of the lessons also offer sample worksheets, answers to anticipated problems and solutions relating to the lesson, alternative ways to use the activity, and suggestions about how to best utilize the lesson. The chapters serve as a 'cookbook of ideas' to better serve you in the classroom.

Each teaching idea is somewhat different in format; however, each offers the same overall effect as a resource workbook of proven activities that work with Arab learners studying in HCT programs. It is the sharing of ideas that helps us, as practitioners, to move towards more effective teaching practices in the classroom.

Although some lessons are area-specific, general concepts can be borrowed from the activity and easily adapted to other fields of study. This book should not be viewed as a crutch to lean upon, but rather, as a springboard from which to dive and delve into new approaches of presenting materials in the classroom.

With the exception of Arabic, all HCT courses use English as the medium of instruction. Fundamentally, the same principles apply for using the concepts presented in the book to teach a cross section of materials in a variety of fields and programs. As the famous poet, Samuel Coleridge, once said, "Language is the armory of the human mind and, at once, contains the trophies of the past, and the weapons of its future concepts". Bearing this in mind, it is important that, as you read and use each activity in the classroom, you think about your audience as well as the reasons why and for what purpose are you using the lesson with your class.

The materials in this book may be photocopied, and serve to further supplement your presentation of curriculum in the classroom. It is hoped that pre-activities, procedures, worksheets, follow up and extension activities can also be derived from the ideas and suggestions offered in the book.

May each of you have a dynamic and creative year in the classroom....

Christine Canning-Wilson

Christine Canning-Wilson

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# INCREASING STUDENT AWARENESS ABOUT ASSESSMENT

Dr. Christine Coombe, DMC

THIS LESSON IS SUITABLE FOR ALL HCT STUDENTS

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CHAPTER ONE

## AIM OF LESSON:

If one of the goals of education is to gradually empower students to take on an increasing amount of responsibility for their own learning then, as part of this process, they also need to take on an increasing responsibility for the assessment and evaluation of their own learning (Trussell-Cullen 1998). Good learners are critical learners. They reflect on their own learning in order to build on their strengths and to overcome their weaknesses. They become increasingly self-monitoring and self-managing as learners. But all of this doesn't happen overnight so, to help students achieve these skills, they need to be encouraged to make observations about their own learning and to value their own observations.

## MATERIALS NEEDED:

Student text entitled, 'Taking Tests: Tips for the Student'.

Teacher text entitled, 'Student Test Taking Strategies'.

## ANTICIPATED PROBLEMS & SOLUTIONS:

As with any discussion on assessment, the topic often causes high levels of anxiety among students, particularly in a system where assessments are high-stake in nature. In order to reduce any anxiety surrounding an important assessment, I've found it useful to provide clear and detailed information about the examination, and how it will be marked.

## DESCRIBE THE ACTIVITY:

- Get the students (Ss) to brainstorm a list of test-taking tips or strategies that they have found to be successful. This can be done individually or in groups.
- Record these tips or strategies on the board or on an overhead transparency.
- Hand out the student text entitled, 'Taking Tests: Tips for the Student'. Have the students read the text. Stress the fact that good test-taking techniques are synonymous with good learning strategies. Go through each of the six tips with the students and, for each of these, have them brainstorm sub-points.
- With these notes, have the students write a letter, or an e-mail, giving advice to another student on successful test-taking strategies.

## ALTERNATIVE WAYS TO USE THE LESSON:

I have used this lesson at different points throughout the semester. In general, I use it at the beginning of the course to remind students of the importance of good learning/test-taking strategies. I often recycle parts of this lesson prior to an important examination, when their motivation to do well is at its highest.

# STUDENT HANDOUT

## TAKING TESTS: TIPS FOR THE STUDENT

In today's colleges and universities, a lot of importance is placed on test results. In fact, because of this importance the word 'test' often makes students afraid. The best way for you to overcome this feeling of fear or nervousness is to prepare yourselves with test-taking strategies. The key to successful test-taking lies in your ability to use your time wisely and to develop some practical study habits.

The following tips will help you approach tests with confidence:

- ***Make a semester study plan***

You should plan your study time for each week of your courses, including finding a place and time where you can study quietly.

- ***Come to class regularly***

You need to come to class on a regular basis. Research shows that students with poor attendance often score lower on tests.

- ***Use good review techniques***

If you make a semester study-plan, then you should only need to spend a few hours reviewing for the final examination. Good reviewing techniques include: looking at the course outline; reviewing notes and textbooks, studying with friends in a 'study group', and completing any examination practice-materials assigned by your teacher.

- ***Organize pre-examination hours wisely***

A few hours before the examination, you should concentrate on areas of difficulty. 'Cramming' or 'swotting' for an exam is not a good technique. These terms mean waiting until the last minute before you study, and then spending hours trying to memorize the material.

- ***Make an examination plan***

Be sure you know the details of your examination (i.e. the date, the time and the place) and arrive early so you can find a good seat. Arrive prepared with everything you'll need to take the examination (i.e. your ID card, pencils, pens, erasers, etc.).

- ***Learn from each examination experience***

Each test that you take should be a learning-experience, and it should help you do better on the next one.

# TEACHER HANDOUT

## STUDENT TEST-TAKING STRATEGIES

In today's colleges, grades are substantially determined by test-results. So much importance is placed on students' test-results that, often, just the word 'test' makes students afraid. The best way for students to overcome this feeling of fear or nervousness is to prepare themselves with test-taking strategies. This process should begin during the first week of each semester, and continue throughout the academic year. The key to successful test-taking lies in a student's ability to use time wisely and to develop practical study habits.

Actually, effective test-taking strategies are synonymous with effective learning strategies. This section is intended to provide suggestions for long-term, successful, learning techniques and test-taking strategies, not quick 'tricks'. Nothing can replace the development of good study skills.

The following steps will help students approach tests with confidence:

- Make a semester study plan.
- Attend class regularly.
- Use good review techniques.
- Organize pre-examination hours wisely.
- Plan out how to take the examination.
- Use strategies appropriate to the skill-area.
- Learn from each examination experience.

### MAKE A SEMESTER STUDY PLAN

Students need to plan their study time for each week of their courses. They should make schedules for themselves and, whenever necessary, revise these schedules. These schedules should:

- *Be Realistic.* Keep a balance between classes and studying. Block out space for study time, class time, family time and recreation time.
- *Include A Study Place.* Finding a good place to study will help students get started; don't forget to have all the materials needed (i.e. pens, paper, textbooks, highlighter pens etc.).

- *Include A Daily Study Time.* Students often forget things almost immediately after supposedly learning them, so they should immediately review materials learned in class. Students should go over the main points from each class and/or textbooks for a few minutes each night. Encourage students to do homework assignments during this time as a good way to remember important points made in class.

## COME TO CLASS REGULARLY

In order for language learning to take place, students need to come to class on a regular basis. It is not surprising to note that poor attendance correlates highly with poor test results.

Teachers need to point out, early in the semester, what constitutes legitimate/illegitimate reasons to be absent.

## USE GOOD REVIEW TECHNIQUES

If students make a semester study plan and follow it, then preparing for examinations should really be a matter of reviewing materials. Research shows that the time spent reviewing should be no more than 15 minutes for weekly quizzes, two to three hours for a mid-term examination, and five to eight hours for a final examination.

When reviewing for a test, students should do the following:

- *Plan Review Sessions.* Look at the course outline, notes and textbooks. What are the major topics? Make a list of them. How much time was spent on each of these topics during class? Did the teacher note that some topics were more important than others? If so, these should be emphasized in review sessions?
- *Take the Practice Examination.* By taking the practice examination, students will have an idea of the tasks/activities which they will encounter on the real examination. They will also know the points-allocation for each section. This information can help them plan their time wisely.
- *Review with Friends.* Another way of studying for an examination is to create a 'study group'. By studying with friends, there is the advantage of sharing information with others who are reviewing the same material. A study group, however, should not take the place of studying individually.

## ORGANIZE PRE-EXAMINATION HOURS WISELY

Students who have regularly reviewed course materials throughout the semester don't have to 'cram' or 'swot' at the last minute. They can concentrate their efforts on particular areas of difficulty, and conduct an overall review of the material to be tested.

Physical and mental fitness are important considerations for good test-taking. These can be best achieved by making sure that the student has adequate rest and nutrition in the hours preceding the examination. A well-rested and well-fed student, who has prepared thoroughly, is likely to be calm and self-confident.

Some teachers have found it useful to encourage students in stress-reducing activities.

## STRATEGIZE YOUR EXAM PLAN

An important factor in test taking is examination planning. Students should arrive early at the designated examination room and find a seat. All books and personal effects (with the exception of student ID cards and writing materials) should be left at the front of the room. Students should come prepared with several pens or pencils and an eraser.

As soon as the examination-papers have been distributed, and students have been told to start, the student should write his or her name and ID number on each page of the examination paper.

If one section is given first, such as the listening portion of an English examination, then the student should focus attention on this section. With any section of the examination, the student is well-advised to do an overview of each question, its value, and the task(s) required. At this point, students should determine if the questions must be done in order (i.e. listening first), or whether they can skip around between sections. The latter is not possible on some standardized examinations where students must complete one section before moving on to the next.

An important consideration in effective test-taking is time management. When examinations are prepared, review time is usually factored into the examination's design. Students should be encouraged to allocate their time in proportion to the value of each section of the examination, and to allow time to review their work at the end. Teachers, when proctoring (invigilating), can assist students with time management by alerting them to the time remaining. Computer-based tests (such as the new TOEFL) often show a countdown of the remaining time. Students should be made aware of this feature during the practice examinations.

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# INCREASING STUDENT AWARENESS ABOUT ASSESSMENT

Dr. Christine Coombe, DMC

THIS LESSON IS SUITABLE FOR ALL HCT STUDENTS

A recent research-project, investigating the reading skills of English students at UAE University (Eadie 1998), has yielded several disturbing findings. For example, students frequently fail to read directions, or read superficially. Teachers can acquaint students with the requisite metalanguage of rubrics, and encourage them to emphasize the important points of the task. For example, teachers should point out that reading for main ideas requires very different strategies than scanning for specific information. Brainstorm with your students on the key terms found in rubrics.

Another finding in this project is the fact that students don't spend enough time on the reading, and that they don't refer back to the text as often as they, perhaps, should. Again, when students are reading for specific detail, it is important that they refer back to the main text for each question.

## USE STRATEGIES APPROPRIATE TO THE SKILL AREA

Teachers should train students in effective strategies for the various skill-areas to be tested. Important activities (i.e. like note-taking for listening and writing tasks) should be demonstrated to students during classroom activities.

## LEARN FROM EACH EXAM EXPERIENCE

Each test should be a learning experience. Go over the test-results with your students and note their specific strengths and weaknesses. The analyses that teachers receive immediately after computer-based examinations will provide them with invaluable information in a timely manner. Teachers should use this information to send students to the various student-support services for remediation.

Each examination that the students take should help them do better in the next one.

# SEVEN IDEAS TO REINFORCE VERBS

Christine Canning Wilson, ADMC

2

THESE LESSONS/ACTIVITIES ARE SUITABLE AND ADAPTABLE FOR ALL LEVELS

CHAPTER TWO

PHOTO DONATIONS FOR IDEA # 6 COURTESY OF: MARIA & JOHN CANNING (INFANT/BABY)

## AIM OF LESSON/ ACTIVITIES:

To offer students further practice with the introduction of the form and function of simple verbs used in English.

## MATERIALS NEEDED:

**Idea #1:** A3 Paper, colored pens/pencils.

**Idea #2:** Copies of the Gulf News or Khaleej Times, scissors, highlighter, paper, pens.

**Idea #3:** OHP, OHP transparencies, OHP pens.

**Idea #4:** Empty tissue box, small strips of paper.

**Idea #5:** Pens, glue, scissors.

**Idea #6:** Photocopies of the pictures.

**Idea #7:** Dictionary, notebook.

## DESCRIPTION OF ACTIVITIES:

**Idea #1: The Verb Chart Wall Poster**

- Give each student a sheet of A3 size paper.
- Ask each student to fold the paper into six even columns down the long-side of the paper. Trace down each column in pencil. The middle line of the paper should serve as a divider. Ask the students to make this line dark black.
- Ask the students to make 31 rows across the paper.
- At the top of each set of three columns, ask the students to put the following information as a header: present / past / participle.
- Ask the students to copy the present, past and participle for each verb listed on the whiteboard (You will need to supply the verbs that you want your class to use).
- Insist that if a verb is spelled the same then the same color ink be used. If there is a difference in the spelling, then a different color pen or pencil must be used. Underline simple letter changes in the spelling.
- Ask the students to post their completed charts in their bedrooms or any other places where they can read it during their free time.



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**EXAMPLE:**

| PRESENT | PAST | PARTICIPLE | PRESENT | PAST | PARTICIPLE |
|---|---|---|---|---|---|
| Be | Was/Were | Been | Know | Knew | Known |
| Become | Became | Become | Learn | Learned | Learned |
| Begin | Began | Begun | Love | Loved | Loved |
| Bring | Brought | Brought | Meet | Met | Met |
| Catch | Caught | Caught | Pay | Paid | Paid |
| Drink | Drank | Drunk | Put | Put | Put |

### Idea #2: The Newspaper

- Give each student an article from a newspaper.
- Ask the students, in pairs, to circle or underline all the verbs in the article.
- Make sure to tell the students how many verbs they should find in the article.
- Either post the master article on the board with the highlighted verbs, or put the article on an OHP transparency for the whole class to review. Allow pairs to compare their answers with the answer key.
- Next, ask the students to list, on a separate piece of paper, all the verbs from the article. Once this has been completed, ask the students to list the verb usage in the sentence (present, past, or future).
- Read the article as a class for meaning based on the use of the verbs. Discuss the article with the students.

**Mohammed Ali wins the senior boxing championship**

**Mohammed Ali won the 2001 senior Boxing championship in Las Vegas. His challenger, Mr Bean of London lost in the first round of the**

Student List

| | |
|---|---|
| 1. won | past |
| 2. lost | past |

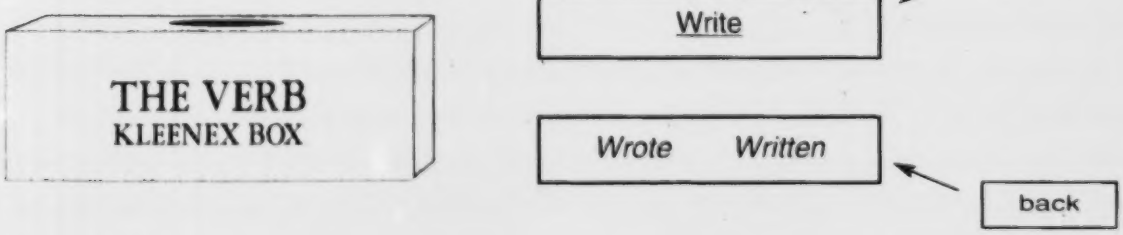
**Idea # 3: Arabic/ English Verb Builder**

Give small groups of students an OHP and OHP pen. Ask them to list any 20 verbs in Arabic.

- Ask each student to pass her transparency to the student next to her. Ask the students to try to translate as many English verbs, which might have the same meaning.
- After a few minutes, pass the paper again and ask the next student to add any verbs that might also be a good English translation for the verb.
- Collect the overhead transparencies (OHT). Put each OHP up on the whiteboard. Ask the students to agree which verbs are the best translations for the Arabic verb.
- Ask the students to copy the information in their vocabulary notebooks.

**Idea #4: The Kleenex (Tissue) Box of Verbs**

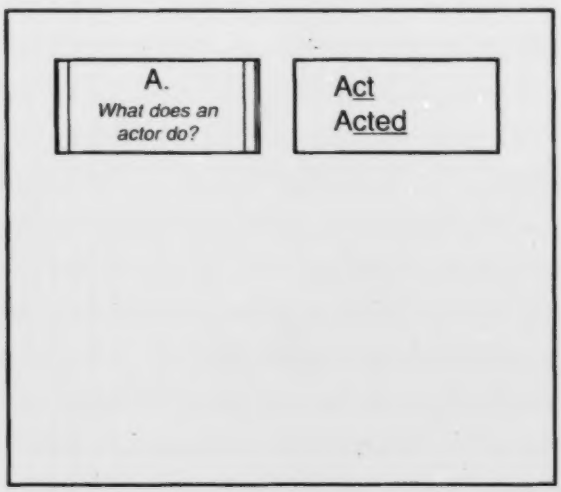
- Empty out a Kleenex (tissue) box. Cut up strips of paper.
- On the front of each paper write out a verb.
- On the back of the paper list the past tense and participle for the verb.
- Put all of the verbs into the box. During the break, or free time, encourage students to pull verbs out of the box and practice either the spelling, or associated forms, of the verbs.
- Alternatively, you can pull a verb out of the box, and ask the class to tell you how to spell the present tense, the past tense and the participle of the verb. Students identify the participle and past tense for each verb you announce. Lastly, students could be asked to write a sentence using the verb in the present, past and participle to demonstrate they know how to use the form and function of the verb.

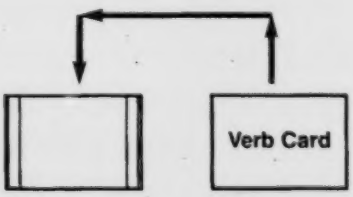


**Idea #5: The Picture Flap Board of Verbs**

- Give each student a sheet of A3 paper and a sheet of A4 typing paper. You will need to ask the students to share scissors and glue sticks.
- Cut out 26 even squares. On each square, write a letter of the alphabet.
- For each letter, a student must give an example of one verb starting with that letter, and a question to make students guess the verb which they list on the outside of the flap.
- Glue the flaps on the edges to the paper. Under each flap, either cut a picture or draw the answer. Under the answer, make the students write the present, past and participle for the verb.
- Display the posters around the room. Students, being curious, will read, associate, see the correct spelling, and learn different verbs' forms and functions from this enjoyable activity.

**EXAMPLE:**




Alternatively, instead of a folding flap, a pocket can be made to hold the verbs.

## Idea #7: The Verb Dictionary

### DESCRIPTION OF THE ACTIVITY:

- Ask students to designate 26 pages of their notebook as a 'Verb Dictionary'.
- Ask the students to write the corresponding letter of the alphabet at the top of each page.
- Each day, ask the students to try to find five new verbs in English. List each verb under the appropriate letters.
- Next to the verb, ask the student to write out its pronunciation, use, and Arabic translation. If possible, a sample English sentence, using the verb, is recommended.
- If a student can't think of any verbs, then ask them to use a dictionary to look up verbs under a particular letter.
- Once every two weeks, ask students, in pairs, to compare notes and to add verbs from other student's lists to their notebooks.

## Idea # 8: Describing and Comparing the Daily Routines of Emily and Hannah

SOME PHOTOS COURTESY OF: JOHN/MARIA CANNING

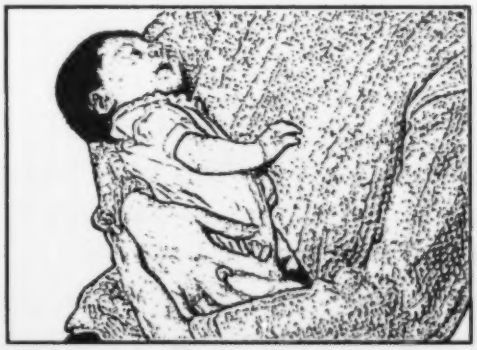
### DESCRIPTION OF ACTIVITY:

- Ask the students to make a list of all the things an infant can do. Next, make a further list expanding upon the idea of what a baby, infant or toddler can do. List the students' ideas on the board.
- From the ideas, ask the students to write model sentences, using the singular and plural forms, of baby/babies. Remind them that the third-person singular requires an 's' on the end of the verb.
- Next, in pairs, give the students a photocopy of the pictures provided of the infant, baby and toddler.
- Ask the students to write a sentence next to each picture, describing the children's daily routines.
- Ask the students to take their sentences and add in concepts of time. Next, ask the students to write a comparison about how the two children spend their day(s).

- Pass the completed stories to others in the class to peer edit, before returning to the authors for a final draft for submission.

*See attached three worksheets with sample pictures of an infant, baby and toddler.

What can an infant do?



What can a baby do?

# SEVEN IDEAS TO REINFORCE VERBS

Christine Canning Wilson, ADMC



What can a toddler do?

# SMOKING CIGARETTES

Dr. Anwar Osman, CERT

3

THIS LESSON IS BEST SUITED FOR A PRE-INTERMEDIATE LEVEL

CHAPTER THREE

## AIMS OF LESSON:

- To practice scanning and screening.
- To give the students the chance to form questions.
- To boost student to student interactions, through discussion.

## MATERIALS NEEDED:

White board, reading passage, worksheet with scrambled events, audiocasette-recorder with cassettes for listening to the passage.

## ANTICIPATED PROBLEMS & SOLUTIONS:

| Anticipated Problems | Solutions |
|---|---|
| A few students may not understand the instructions. | Let the students work in small groups to help each other. |
| Some students may have difficulty in understanding the passage. | Pre-reading the questions and answers can help them. |
| The activity may take longer than anticipated. | Try to manage time effectively, according to the schedule and with a moderate activity pace estimation. |

Describe the Activity or Lesson Below Step-by-Step or Stage-by-Stage:

- Introduce the topic of smoking cigarettes.
- Ask the students if they, their parents, or their relatives smoke.
- Give the students pre-reading questions with a reading passage downloaded from the Internet about tobacco.
- Ask the students to read the passage. Put the students into small groups. Explain any difficult expression(s).
- Ask the students to underline the main ideas of the passage.

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- Ask the students to list the main ideas on a separate sheet of paper.
- Ask them to write questions based upon the important points found in the article.
- Break the reading down into paragraphs. Ask each group to choose a representative to explain a section of the text.
- Ask the students to give their independent opinions and allow discussion.
- Ask the students to write a paragraph on the topic within their respective groups.
- Ask students to exchange papers for correction while the teacher monitors their progress.

## ALTERNATIVE WAYS TO USE THE LESSON:

There are many ways to use the lesson, depending on the experience of the teacher, the disparity between students' abilities, and the setting. This lesson is highly adaptable, with little effort needed from the teacher. Perhaps, when students have completed the writing, the text could be used for a peer dictation or students could present their papers to the class for further speaking practice.

# QUESTION TAGS

Paul Rawcliffe, ADMC & Joanna Dobson, ADWC

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THIS LESSON IS SUITABLE FOR ELEMENTARY TO INTERMEDIATE LEARNERS

CHAPTER FOUR

Please Note: This lesson ties in with the end of the tenth unit of *Headway Pre-Intermediate* by Liz and John Soars (O.U.P.: 1996)

## AIMS OF LESSON:

### MAIN AIM

To encourage students to form question tags, check their ideas, and then practise the structure in a controlled and, then freer way.

### Sub-aim

To show the students that they can analyse language for themselves and, thereby, comprehend the underlying structure.

## RATIONALE FOR THE LESSON:

Why focus on question tags? Question tags are quite difficult for many nationalities and, in Arabic, there is only one form that is used in all cases. So, the English construction will probably seem very complicated in comparison. Furthermore, the falling intonation along with a question mark may also be a source of confusion.

Why use a non-authentic audio tape recording as a means of presentation? It will allow students to focus on the target structure. One would be unlikely to have a conversation exactly like the one on the tape but it does highlight how tags are used and whilst being a little exaggerated in terms of the number of tag questions that occur, it does sound quite natural.

### ASSUMPTIONS

Students are reasonably familiar with these types of activities.

Students are familiar with most of the vocabulary used in all the exercises.

Students may not have looked at question tags in detail before, but will have some passive knowledge of their use.

### MATERIALS

Whiteboard, whiteboard markers, audiocassette (Headway), audiocassette recorder, colour pictures, handout 1 (tape script), handout 2 (information and exercise), handout 3 (sets of half sentences).

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CHAPTER FOUR

# QUESTION TAGS

Paul Rawcliffe, ADMC & Joanna Dobson, ADWC

THIS LESSON IS SUITABLE FOR ELEMENTARY TO INTERMEDIATE LEARNERS

## DESCRIPTION OF LESSON/ACTIVITY:

* T = teacher * S = student

| Time | Procedure/Activity | Inter-action | Rationale |
|---|---|---|---|
| 3 min | Introduce observer and explain why she is there. Ask Ss the tag questions | T - Ss | To get students listening for the questions and to provide the first exposure to samples of the target language |
| 2 min | Show picture of people in restaurant and elicit possible conversation topics | T - Ss<br>Ss - T | To get Ss thinking about the type and topic of the language they are about to hear |
| 1 min | Tell Ss they are now going to hear two conversations | T - Ss | Provide exposure to two samples of language so that they hear the importance in terms of naturalness |
| 3 min | Play tape and ask about the difference i.e. naturalness - play tape again if necessary | T - Ss<br>Ss - T | To focus Ss on the target language and listening for differences |
| 3 min | Give out handout 1 and ask students to underline the differences between the two versions | Ss - Ss | To enable more visual learners to see the language on paper |
| 6 min | Put the sentences on the board and get one student to write the tags and answers when the other Ss supply them. Underline statement, answer and tag in different colors and mark + or - | Ss - Ss | To get Ss to focus on the structure - especially positive and negative aspect |
| 5 min | Elicit what the speaker expected and that they are not real questions and mark intonation. Drill sentences on board paying attention to intonation | Ss - Ss | To get Ss focused on the falling intonation |
| 5 min | Draw their attention to the auxiliary verbs, 'to be / have'<br>Elicit that if aux. vb. in sentence same aux. vb. in tag and same tense, if no aux. vb. we use 'do / don't or didn't' | Ss - Ss | Focus on structure |
| 6 min | Ask Ss to look at Headway p.76 and get one S to read no.2 aloud then give out handout 2 and speed-read the text. Then nominate Ss to read 1 to 12 with correct intonation | T - Ss<br>Ss - T | Further practice of using tags and they see them written down |
| 6 min | Go on to second page of handout, ask them to read the text and then complete the exercise and encourage students to check their work with their peers | T - S<br>Ss - Ss | As above |
| 5 min | Put Ss in pairs and tell them they have a matching exercise to do, against the clock and with a prize. Handout 3 - jumbled half sentences | T - Ss | Ss see the questions written down |
| 3 min | Ask students to get into groups of 4 and check their answers | Ss - Ss | To get Ss to recycle the language and, where necessary, peer correct |
| 1 min | Give prize to fastest matching exercise students and thank them | T - Ss | To reward the harder working students |

# QUESTION TAGS

- 'Have you?' and 'Wasn't it?' are examples of question tags (that is, mini-questions that we often add to the end of a sentence in spoken English).
- Question tags aren't real questions; they are simply asking for agreement. I (the speaker) will use a question tag when I expect, or want, you (the listener) to agree with me (the speaker).
- With question tags like these, the intonation falls (the voice-level drops at the end of the sentence).
- With question tags, if there is an auxiliary/helping verb ('to be', have, do) in the sentence, we use the same auxiliary/helping verb in the question tag. If there is no auxiliary/helping verb, we use 'do/does' for the present simple and 'did' for the past simple.

| **Positive sentence** | + | **Negative tag** |
|---|---|---|
| 1. It is hot today, | | isn't it? |
| 2. Saeed was absent yesterday, | | wasn't he? |
| 3. Salah has been to Oman twice, | | hasn't he? |
| 4. You know Shamsa, | | don't you? |
| 5. She loves chocolate, | | doesn't she? |
| 6. He lived in Al Ain last year, | | didn't he? |

| **Negative sentence** | + | **Positive tag** |
|---|---|---|
| 7. It isn't very interesting, | | is it? |
| 8. He wasn't at home, | | was he? |
| 9. We haven't seen Ibrahim for a long time, | | have we? |
| 10. You don't live on Electra Street now, | | do you? |
| 11. She doesn't know I'm here, | | does she? |
| 12. He didn't like camping when he was young, | | did he? |

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CHAPTER FOUR

# QUESTION TAGS

Paul Rawcliffe, ADMC & Joanna Dobson, ADWC

THIS LESSON IS SUITABLE FOR ELEMENTARY TO INTERMEDIATE LEARNERS

| The speaker s idea: | The speaker s question: | Expected answer: |
|---|---|---|
| I think Asma is from Sharjah. | Asma is from Sharjah, isn't she? | Yes, she is. |
| I think Yaser has been to Qatar. | Yaser has been to Qatar, hasn't he? | Yes, he has. |
| I think you know Suzanne. | You know Suzanne, don't you? | Yes, I do. |
| I think Asma isn't from Al Ain. | Asma isn't from Al Ain, is she? | No, she isn't. |
| I think Yaser hasn't been to RAK. | Yaser hasn't been to RAK, has he? | No, he hasn't. |
| I think you don't know Liz. | You don't know Liz, do you? | No, I don't. |

## EXERCISE

Now try these.

Complete the sentences with question tags.

Remember to use the correct punctuation.

1. You aren't going to invite him, _____
2. She was very late for the lesson, _____
3. He doesn't like pop music, _____
4. The meeting's on Tuesday, _____
5. You haven't got 5 dirhams in your bag, _____
6. John's on holiday, _____
7. Fatima lives in a big villa, _____
8. Saeed came to class yesterday, _____
9. You have phoned your mother, _____
10. Ahmed is coming to the party on Friday, _____

# QUESTION TAGS

Paul Rawcliffe, ADMC & Joanna Dobson, ADWC

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THIS LESSON IS SUITABLE FOR ELEMENTARY TO INTERMEDIATE LEARNERS

CHAPTER FOUR

| | | |
|---|---|---|
| 1. | You've got a camera, | haven't you? |
| 2. | You weren't listening, | were you? |
| 3. | Anne has applied for the job, | hasn't she? |
| 4. | This isn't very interesting, | is it? |
| 5. | You've got a car, | haven't you? |
| 6. | You don't like her, | do you? |
| 7. | You've been here a month, | haven't you? |
| 8. | It's a nice day, | isn't it? |
| 9. | The film was great, | wasn't it? |
| 10. | This new shirt looks good, | doesn't it? |

# QUERIES WITH PARAMETERS

Ali Albasri, SJMC

5

THIS LESSON IS BEST SUITED WITH CD COMPUTER STUDENTS

CHAPTER FIVE

## AIM OF LESSON:

To introduce students to a new type of query with parameters, with current HCT materials.

## MATERIALS NEEDED:

Lesson 12 notes, a PC running Microsoft Office (Access Database)

## ANTICIPATED PROBLEMS & SOLUTIONS:

With this type of lesson, problems can occur with respect to software or hardware. If this occurs, then ask students to move to another station, or pair students with others in the class as a collaborative activity.

## DESCRIBE THE ACTIVITY OR LESSON BELOW STEP-BY-STEP OR STAGE-BY-STAGE:

| Using a PC and MS Access Database with computer projector: |
|---|
| 1. Recap with * and NULL |
| 2. Ask students to practice Lesson 11, * and NULL |
| 3. Demonstrate queries with parameters using Lesson 12 and the STDSRVCS database |
| 4. Allow students to practice on the STDSRVCS database |
| 5. Introduce T4, (A/B) AIRPORT, and TRAFFIC databases on the system |

## ALTERNATIVE WAYS TO USE THE LESSON:

The lesson could be adapted using PowerPoint. For example, the students could use PowerPoint to demonstrate the topic. They could also make a presention on the process of the project to their classmates, demonstrating any problems, solutions or techniques they may have encountered during the lesson.

## TEACHER COMMENTS:

Please remember most of the students do not have any background in database applications. You may have to introduce database applications in prior lessons before attempting this activity with a class.

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# E T H I C S 6

Brent Kay, DMC

THIS LESSON IS SUITABLE FOR ALL LEVELS | CHAPTER TWENTY EIGHT

## AIM OF LESSON:

To understand how ethical issues need to be taken into account by managers.

## MATERIALS NEEDED:

Suitable case materials: Ford Pinto and Tylenol readings (see attached).

## ANTICIPATED PROBLEMS AND SOLUTIONS:

Some of the vocabulary in the material available for both readings, Ford Pinto and Tylenol, will cause problems. I have found it beneficial to work with an English teacher.

## DESCRIPTION OF ACTIVITY:

- First, students must have a framework in order to evaluate a business decision. I have created a Five Questions model:
  - 'Is it (the course of action being considered) profitable?',
  - 'Is it legal?',
  - 'Is it fair (social values, public opinion)?',
  - 'Is it right (values of the individual influenced by personal opinions and beliefs)?', and
  - 'Does it contribute to sustainable growth (the future of the firm)?'

  Each of these five questions must be fleshed-out and explained by the students and instructor.
- The students are given the case material for the Ford Pinto and Tylenol, with instructions to read both articles.
- The students should work with the teacher in order to understand each of the cases.
- Discuss the cases, individually, during class time.
- Invite students to give their views about the case being discussed.
- Following the discussion, and the decision(s) made by the class, advise and discuss with students the results of the case based on the Five Question model.

## ALTERNATIVE WAYS TO USE THE LESSON:

If there are not two students to lead the discussion, then the teacher must assume the role of chairman, and elicit opinions and comments from each class member. This lesson has been used with classes of fourteen to eighteen students. The discussion can become especially lively if there are two students who have opposing views. In this situation, it has been useful to conduct the class as if it is a meeting of the board of directors of the corporation concerned, with the two students leading the 'meeting'. Acting as the board, the class must choose a course of action for the company to follow. A good reference point would be:

http://www.uoguelph.ca/~lsatchi/Disaster.html

**Reading #1:**

# DESIGN DEFECTS OF THE FORD PINTO GAS TANK

## Engineering Disaster

There was strong competition for Ford in the American small-car market from Volkswagen and several Japanese companies in the 1960s. To fight the competition, Ford rushed its newest car, the Pinto, into production in much less time than is usually required to develop a car. The regular time to produce an automobile is 43 months; Ford took 25 months. Before production, however, Ford engineers discovered a major flaw in the car's design. In nearly all rear-end crash test-collisions, the Pinto's fuel system would rupture extremely easily. Because assembly-line machinery was already tooled when engineers found this defect, top Ford officials decided to manufacture the car anyway, exploding gas tank and all, even though Ford owned the patent on a much safer gas tank. Safety was not a major concern to Ford at the time of the development of the Pinto. Lee Iacocca, who was in charge of the development of the Pinto, had specifications for the design of the car that were uncompromisable. These specifications were that: 'the Pinto was not to weigh an ounce over 2 000 pounds and not cost a cent over $2,000'. Any modifications, even if they did provide extra safety for the customer, that brought the car closer to the Iacocca's limits was rejected.

The rush of the Pinto from conception to production was a recipe for disaster. Many studies have been concluded by Mother Jones, on Pinto accident reports, which have revealed conclusively that if a Pinto, being followed at over 30 miles per hour, was hit by that following vehicle, the rear end of the car would buckle like an accordion, right up to the back seat. The tube leading to the gas-tank cap would be ripped-away from the tank itself, and gas would immediately begin sloshing onto the road around the car. The buckled gas tank would be jammed up against the differential-housing (the large bulge in the middle of the rear axle), which contains four sharp, protruding, bolts likely to gash holes in the tank and spill still more gas. Now all that is needed is a spark from a cigarette, ignition, or scraping metal, and both cars would be engulfed in flames. If a Pinto was struck from behind at higher speed, say at 40 mph, then the chances are very good that its doors would jam shut and its trapped passengers inside would burn to death.

## Ford Pinto Crash Test

The financial analysis that Ford conducted on the Pinto concluded that it was not cost-efficient to add an $11 per car cost, in order to correct a flaw. Benefits derived from spending this amount of money were estimated to be $49.5 million. This estimate assumed that each death, which could be avoided, would be worth $200,000, that each

major burn injury that could be avoided would be worth $67,000 and that an average repair cost of $700 per car involved in a rear end accident would be avoided. It further assumed that there would be 2 100 burned vehicles, 180 serious burn injuries, and 180 burn deaths in making this calculation. When the unit cost was spread out over the number of cars and light trucks which would be affected by the design change, at a cost of $11 per vehicle, the cost was calculated to be $137 million-much greater than the $49.5 million benefit. These figures, which describe the fatalities and injuries, are false. All independent experts estimate that for each person who dies by an auto fire, many more are left with charred hands, faces and limbs. This means that Ford's 1:1 death-to-injury ratio is inaccurate, and the costs for Ford's settlements would have been much closer to the cost of implementing absolution to the problem. However, Ford's 'cost-benefit analysis', which places a dollar-value on human life, said it wasn't profitable to make any changes to the car. The product objectives were clearly stated in the Pinto 'green book'. This is a thick, top-secret, manual containing a step-by-step production plan for the car, detailing the metallurgy, weight, strength and quality of every part in the car.

**These product objectives as follows:**

1. True subcompact
   Size
   Weight
2. Low cost of ownership
   Initial price
   Fuel consumption
   Reliability
   Serviceability
3. Clear product superiority
   Appearance
   Comfort
   Features
   Ride and
   Handling Performance

Safety is not one of the objectives, and is not even mentioned in the 'green book'. As Lee Iacocca was fond of saying, 'Safety doesn't sell'.

It is interesting to note that the Pinto disaster almost never occurred. In pre-production planning, engineers seriously considered using in the Pinto the same kind of gas tank Ford uses in the Capri. The Capri tank rides over the rear axle and differential housing. It has been so successful in over 50 crash tests that Ford used it in its Experimental Safety Vehicle, which withstood rear-end impacts of 60 mph. Why didn't Ford use such a gas tank?

When asked about the Pinto gas tank, a Ford engineer admitted: 'That's all true (The fact that the car tends to explode in minor accidents). But you miss the point entirely. You see, safety isn't the issue; trunk space is. You have no idea how stiff the competition is over trunk space. Do you realise that if we put a Capri-type tank in the Pinto you could only get one set of golf clubs in the trunk?'. The technology was available to make the Pinto a safer car. An inexpensive lightweight plastic baffle was placed between the front of the gas tank and the four protruding bolts on the differential housing. This piece of plastic prevents the bolts from puncturing the gas tank, and was used in one of the only successful crash tests the Pinto underwent. In another successful test, a piece of steel was placed between the tank and the bumper to add support against the crumpling backend. The best method for improving the safety of the Pinto was to line the gas tank with a rubber bladder. Ford alleged that it would cost $11 per car to add any sort of gas tank fire-prevention device. This fact is mentioned earlier in the cost analysis and, like the other Ford cost facts, is also false. The fires that occurred in Pintos could have been largely prevented for considerably less than $11 a car. The cheapest method involves placing a heavy rubber bladder inside the gas tank to keep the fuel from spilling if the tank ruptures. Goodyear had developed the bladder and had demonstrated it to the automotive industry. Crash-tests were conducted, and there are reports showing that the Goodyear bladder worked very well. On December 2, 1970, the Ford Motor Company ran a rear-end crash test on a car with the rubber bladder in the gas tank. The tank ruptured, but no fuel leaked. On January 15, 1971, Ford again tested the bladder and, again, it worked. The total purchase and installation cost of the bladder would have been $5.08 per car. That $5.08 per car could have saved the lives of several hundred innocent people. The Pinto disasters that were taking place did not go unnoticed by the government. The National Highway Traffic Safety Administration (NHTSA) began investigating the case shortly after the Pinto started rolling off the assembly line. The NHTSA contracted with several independent research groups to study auto fires from around the country. The studies took months, which was just what Ford wanted.

The results were worse than anyone could have imagined. Robert Nathan and Associates, a Washington research firm, found that 400 000 cars were burning up every year-burning more than 3 000 people to death. Furthermore, auto fires were increasing five times as fast as building fires. Another study showed that 35% of all fire deaths in the U.S. occurred in automobiles. Forty per cent of all fire department calls in the 1960s were to vehicle fires —a public cost of $350 million a year, a figure that, incidentally, never shows up in cost-benefit analyses. Also a report was prepared for NHTSA by consultant Eugene Trisko, entitled 'A National Survey of Motor Vehicle Fires'. His report indicates that the Ford Motor Company makes 24% of the cars on the American road, yet these cars account for 42% of the collision-ruptured fuel tanks. Another staggering fact that was discovered was that a large and growing number of corpses taken from burned cars involved in rear-end crashes contained no cuts, bruises or broken bones. They clearly would have survived the accident unharmed if the cars had not caught fire. In 1972, the NHTSA had been researching and analysing auto fire causes for four years. During that time, nearly 9 000 people burned to death in flaming wrecks. Tens of thousands more were badly burned, and scarred for life. And the four-year delay meant that well over 10 million new unsafe vehicles went on the road; vehicles that will be crashing, leaking fuel and incinerating people well into the 1980s. It wasn't until May of 1978 that the Department of Transportation (a division of the NHTSA) announced that the Pinto fuel system had a 'safety related defect', and demanded a recall. Ford agreed and, on June 9, 1978, the company recalled 1.5 million Pintos. Unlike many engineering disasters, there was no single event that caused all of the deaths and injuries related to Pintos. Ford had many opportunities to limit the damage done by the faulty design of the Pinto. Engineers bowed to pressure from superiors to keep quiet about the unsafe cars. As deaths and injuries continued to occur, Ford decided that it was not profitable to recall Pintos.

**References**

http://www.mojones.com/mother_jones/S077/dowie.html

http://www.uoguelph.ca/~sheroon/a1/A1disaster.htm

http://www.cs.rice.edu/~vardi/comp601/case2.html

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**Reading #2:**

## THE TYLENOL CRISIS

In the fall (autumn) of 1982, McNeil Consumer Products, a subsidiary of Johnson & Johnson, was confronted with a crisis when seven people on Chicago's West Side died mysteriously. Authorities determined that each of the people that died had ingested an Extra-Strength Tylenol capsule, laced with cyanide. The news of this incident traveled quickly, and was the cause of a massive, nationwide, panic.

### The Story of the Tylenol Poisonings

When 12 year-old Mary Kellerman, of Elk Grove Village, Ill.(Illinois), awoke at dawn with cold symptoms, her parents gave her one Extra-Strength Tylenol, and sent her back to bed. Little did they know that they would wake up at 7:00 a.m., to find their daughter dying on the bathroom floor. (Beck, 32)

That same morning, Adam Janus, 27, of Arlington Heights, Ill., took Extra- Strength Tylenol to appease a minor chest pain. An hour later, Janus suffered a cardiopulmonary collapse, and died suddenly. That very evening, when relatives gathered at Janus' home, Adam's brother Stanley, aged 25, and his wife, Theresa, aged 19, took Tylenol from the same bottle that had killed their loved one. They were both pronounced dead within the next 48 hours. (Tifft, 18)

Mary Reiner, 27, of the neighboring suburb, Winfield, died after taking two Tylenol capsules the next day. Reiner, who was dead within hours at the local hospital, had just recently given birth to her fourth child. Paula Prince, 35, a United Airlines stewardess, was found dead in her Chicago apartment with an opened bottle of Extra- Strength Tylenol nearby. Mary McFarland, 31, of Elmhurst, Ill., was the seventh victim of the cyanide-laced Tylenol capsules. (Beck, 32) (Tifft, 18)

The cause of these strange and sudden deaths did not remain a mystery for long. The connection to Tylenol was discovered within days with the help of two off-duty firemen,who were at home listening to their police radios. The two men, Philip Cappitelli and Richard Keyworth, were exchanging information about the deaths, when they realized that Tylenol was mentioned in two of the reports. The men made some assumptions, and told their superiors that there was a possibility that the over-the-counter drug was the mysterious killer. (Tifft, 18)

The Extra-Strength Tylenol capsules in question were each found to contain 65 milligrams of cyanide. The amount of cyanide necessary to kill a human is 5 to 7 micrograms, which means that the person who tampered with the pills used 10 000 times more poison than was needed. Dr. Thomas Kim, chief of the Northwest

Community Hospital at the time of the poisonings, said, 'The victims never had a chance. Death was certain within minutes'. (Tifft, 18) (Tylenol Murders, 3)

Officials at McNeil Consumer Products made it clear that the tampering had not taken place at either of its plants, even though cyanide was available on the premises. A spokesman for Johnson & Johnson told the media of the company's strict quality-control, and said that the poisonings could not have been performed in their plants. Because the cyanide-laced Tylenol had been discovered in shipments from both of the company's plants, and had only been found in the Chicago area, authorities concluded that any tamperings must have occurred once the Tylenol had reached Illinois. (Beck, 33)

The tainted Tylenol capsules were from four different manufacturing lots. Evidence suggests that the pills were taken from different stores over a period of weeks or months. The bottles, some of which had five or less cyanide-laced capsules, and one which had ten, were tampered with and, then, placed back on the shelves of five different stores in the Chicago area. It seems that the person responsible for the deaths spent a few hours distributing the laced bottles of Tylenol. (Tylenol Murders, 2)

The publicity about the cyanide-laced capsules immediately caused a nationwide panic. A hospital in Chicago received 700 telephone-calls about Tylenol in one day. People in cities across the country were admitted to hospitals on suspicion of poisoning by cyanide. (Tifft, 18)

After this crisis, Johnson & Johnson was faced with quite a dilemma. They needed to find the best way to deal with the tamperings, without destroying the reputation of their company and of their most profitable product, Tylenol. Many marketing experts thought that Tylenol was doomed by doubts that the public may have had as to whether, or not, the product was safe. 'I don't think they can ever sell another product under that name', advertising genius Jerry Della Femina told the New York Times in the first days following the crisis.

### What Did Johnson and Johnson Do?

A recall would include approximately 31 million bottles of Tylenol, with a retail value of more than $100-million. (Broom, Center, Cutlip, 381)

A recall would be unusual for a large corporation facing a crisis. In many other similar cases, companies had put themselves first. An example of this was the crisis that hit Source Perrier when traces of benzene were found in their bottled water. Instead of holding themselves accountable for the incident, Source Perrier claimed that the contamination resulted from an isolated incident. They then recalled only a limited number of Perrier bottles in North America. (Broom, Center, Cutlip, 59, 381)

# FIVE MATH GAMES FOR THE HCT CLASSROOM

David Rowe, FJW

7

THIS LESSON IS SUITABLE FOR CD1 AND/OR CD2

CHAPTER SEVEN

## AIM OF LESSON:

To challenge and extend the students' understanding of materials learned in the Mathematics classroom.

## MATERIALS NEEDED:

Pencils, paper

## DESCRIPTION OF ACTIVITIES:

1] Table Races: Each student must write out, in full, the answers from 1x to 12x whatever number that you call out to them. For example, if you call out 'Three', then they must write down: '1 x 3 = 3', '2 x 3 = 6', etc.... up to '12 x 3 = 36'. Ask them to write their answers vertically.

The winner raises his hand, and you check the answers quickly and award points for his team.

Finish this activity by using the '1 times' tables. It is a good, enjoyable, way to finish.

2] Answer Bingo: Draw a 4 x 4 square grid on the whiteboard. Get the students to copy it out. The grid will contain 16 answers.

Call out a question - students cross-off the corresponding answer on their grid [if it is there!!]. The first to cross off four in a row, in any direction, calls 'BINGO!' and, after checking, is called the winner for that round.

Example: one square out of the sixteen contains the number '120'. You call out '70 increased by 50', and the students should cross off '120' on their page.

3] Mega Puzzle: Call out the following puzzles, and the students have to work them out as they go along. The winner puts their hand up first, and gives the correct answer after the instructor checks them.

- 7 add 3 add 5 add 6 divide 3 minus 7 = ?' [answer = zero]
- 2 add 3 add 4 add 5 add 6 add 7 divide 3 = ?' [answer = nine]
- 10 minus 9 plus 8 minus 7 = ?' [answer = two]
- 5 x 4 x 5 x 10 x 5 x 5 x 4 x 10 = ?' [answer = one million]

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# FIVE MATH GAMES FOR THE HCT CLASSROOM

David Rowe, FJW

THIS LESSON IS SUITABLE FOR C01 AND/OR C02

4] Subtract Race: Tell the students to write down all the numbers, starting from 100, reducing each resulting figure by 3.
For example, 100 - 3 = 97 - 3 = 94 - 3 = 91 = etc.

5] Enigma: Lay a 4 x 4 grid (measuring approx 3m x 3m square) on the floor. Obviously, some furniture may need to be moved to create enough space. I use masking-tape as a quick-and-easy line marker.

On a small drawing representing the same grid, draw a pattern representing a sequence of steps required to cross the grid. Entering on one side and exiting on the opposite side, students attempt to cross the grid. If a student steps into the correct box, there is no response. If they step into an incorrect box, then you clap your hands twice.
By paying attention to which boxes are correct, students work out the puzzle.

In early rounds, allow talking and use simple patterns, such as that shown, in figure 1. In later rounds, allow no talking, and the pattern becomes more cryptic, such as that shown in figure 2.

If they do very well at this, try the third level, where they must retrace their way to the exit if they make a mistake.

My students absolutely loved this activity!!!!!

Fig 1

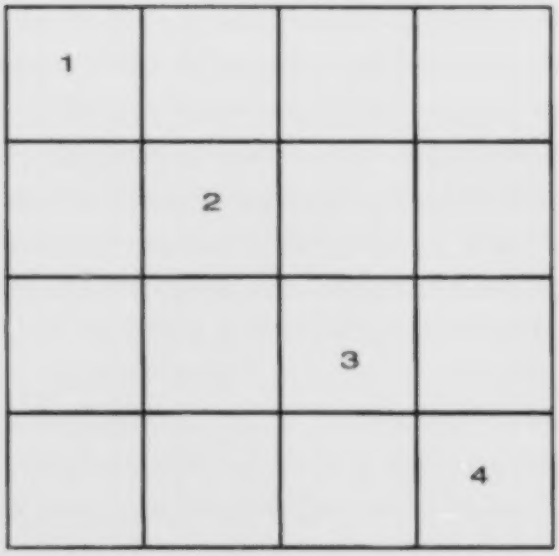
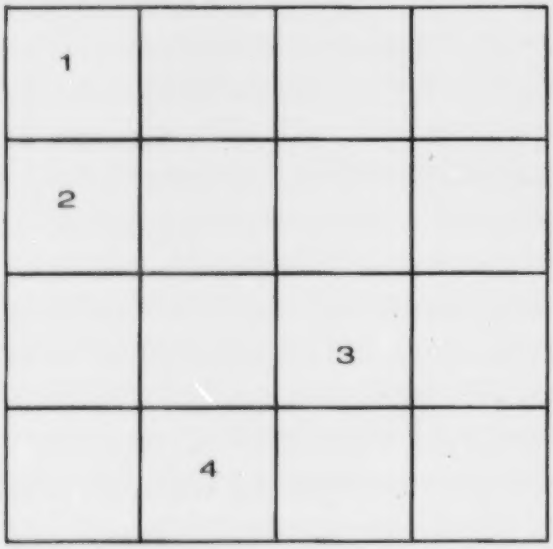


Fig 2




## ALTERNATIVE WAYS TO USE THE LESSON:

Take individual activities and use them as 5-minute fillers at the end of a lesson, or as an enjoyable warm up 'routine breakers'.

# INTERNET ENGLISH

Cheri McLeod, DWC

8

THIS LESSON IS SUITABLE FOR ANY LEVEL

CHAPTER EIGHT

## AIM OF LESSON:

- To gather useful resources to enhance student-learning outside class, for self-study.
- To make students more aware of online resources.
- To introduce students to online searching.
- To teach Internet site "book marking".

## MATERIALS NEEDED:

Computers with access to the Internet

## ANTICIPATED PROBLEMS & SOLUTIONS:

This lesson depends entirely on having Internet access.

## DESCRIPTION OF ACTIVITIES:

- Ask the students which sites they use to study English, and why they like those particular sites. List the sites on the right side of the whiteboard.
- Ask whether or not they would recommend the sites to the other students in their class. Categorize these as you list them on the left side of the whiteboard.
- Decide within which categories you have the least number of sites. Assign groups of students to find these types of sites. Depending on the amount of time you have, you can ask students to recommend one to three sites. Ask students to discuss. They can include why the sites are useful, or what the group members like about them. This is to ensure that students use their judgement, and do not recommend sites they do not actually like or are not useful at their level.
- Ask students to compile all the sites as 'bookmarks' and place them into appropriate categories for their own study. This information can be saved on a disk if the students are working in a computer laboratory.

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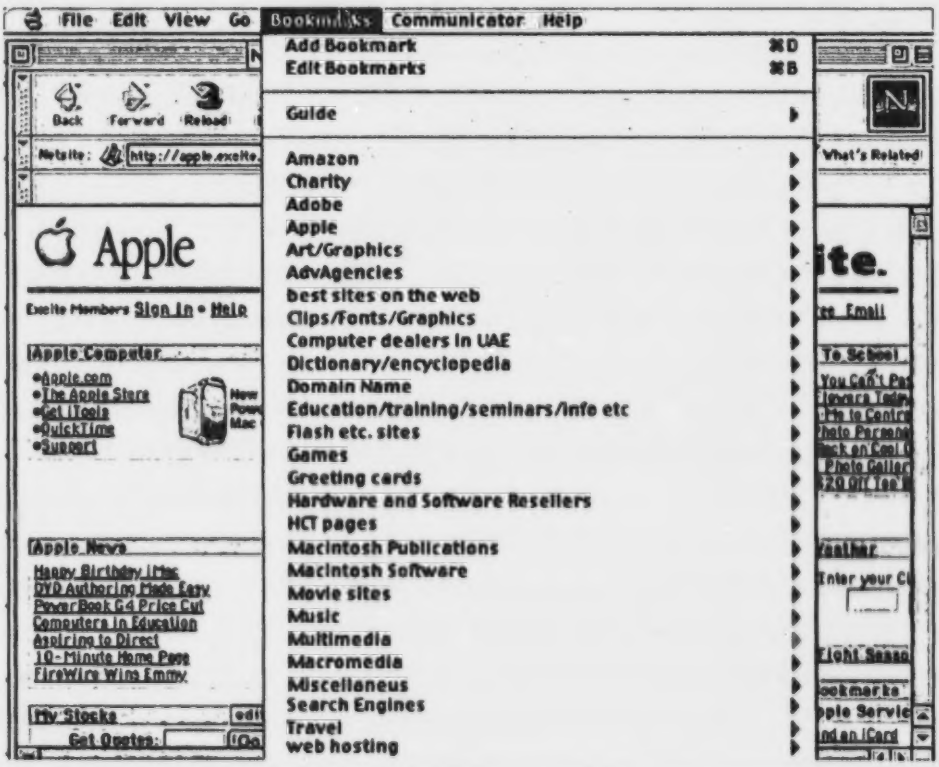
# INTERNET ENGLISH

Cheri McLeod, DWC

THIS LESSON IS SUITABLE FOR ANY LEVEL

## ALTERNATIVE WAYS TO USE THE LESSON:

Discussion can be done in class before doing the search. Sites can be found as homework, instead of in class, as long as your students have Internet access at home. Students can be asked to fill-in a chart, or to give written feedback. Site information can be compiled as a document (soft or hard copy) and distributed to other students. Students could also write a 'review' of each site for a mini-newspaper, later made available to the class, or give a short presentation on the sites they recommend. Presentations could be accompanied by a projection of each site and an explanation of its features. As a follow-up, students could commit to doing activities on identified sites, as homework.

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# CONVERSION OF FRACTIONS AND DECIMALS

Sally Wickers, SMC

9

THIS LESSON IS PLANNED FOR CO SEMESTER 1 STUDENTS

CHAPTER NINE

## AIM OF LESSON:

- To understand that fractions and decimals are interchangeable.
- To demonstrate the revision of place value.
- To practice the use of the fraction button on a calculator, where simplification is necessary.
- To be able to interpret English language into a mathematical problem.

## MATERIALS NEEDED:

OHP and OHTs.

## ANTICIPATED PROBLEMS AND SOLUTIONS:

- The necessary previous skills of using fractions and decimals may have been forgotten.
- Students may lack the understanding of key terms in English.
- Speed of conversion, when playing the games, may prove difficult for some students who are weaker in the area of mathematics.

## DESCRIPTION OF ACTIVITIES:

- Review of estimation, and rules of rounding.
- Review of the place-value of decimal numbers.
- Review the concepts of converting decimal numbers to fractions.

  e.g.:

  $$2.45 = 2\ \frac{45}{100} = 2\ \frac{9}{20}$$

- Review changing fractions to decimals by dividing.

  e.g.:

  $$\frac{5}{8} = 5 \div 8 = 0.625$$

# CONVERSION OF FRACTIONS AND DECIMALS

Sally Wickers, SMC



Extra practice such as the task below, can be found in HCT in-house publications.

Unit 2 Practical Math 45

**Task 4**

1. Write 2.25 as a fraction.

2. Write 3.50 as a fraction.

3. Write 4.01 as a fraction.

4. Write $2\frac{3}{4}$ as a decimal.

5. Write $3\frac{1}{8}$ as a decimal.

6. Write $2\frac{15}{60}$ hours as a decimal.

7. Write 3.30 as a fraction.

8. Write $1\frac{25}{60}$ hours as a decimal.

- At this point in the lesson, it is suggested that the instructor encourages the students to show their mastery of the materials.

# LATERAL - THINKING 'MYSTERY' STORY

Steve Banfield, ADMC

10

THIS LESSON IS SUITABLE AND ADAPTABLE FOR ANY LEVEL FROM PRE-INTERMEDIATE UP

CHAPTER TEN

## AIM OF LESSON:

To have students practise using questions in written and spoken forms.

## MATERIALS NEEDED:

None.

## ANTICIPATED PROBLEMS & SOLUTIONS:

Students need to be familiar and comfortable with dictation activities. They also need to have covered the types of questions they will need to use in the second part of the activity ['yes/no' questions - present simple and present continuous, or past simple and past continuous].

## DESCRIPTION OF THE ACTIVITIES:

Students are asked to listen to a lateral-thinking story. It is a 'mystery' story; they have to find out what the story is about by asking questions which requiring 'yes/no' responses. The story, reproduced below, is in historic present, but it could also be told in past simple, depending on which tenses your students' know or need to practise.

This activity typically takes between 35 and 45 minutes.

- The teacher dictates the story, and the students are asked to write the following information down on their papers:

  [5-7 minutes]

  "A man walks into a building. A moment later, he walks out again, holding a small package. He takes something out of the package, looks at it for a minute, and then throws it away. He then throws the package away. He walks off down the street, smiling."

- The students check their stories with a partner for spelling, punctuation, etc.

  [3 mins]

- Students dictate the story back to the teacher, who writes it on the board.

  [5 mins]

# LATERAL - THINKING

## 'MYSTERY' STORY

Steve Banfield, ADMC



- The teacher goes through the story with the students, explaining any new words (e.g. 'package'), and eliciting the fact that this is a 'mystery' story i.e. we don't know who the man is, what sort of building he goes into, what is in the package, etc. The teacher then explains that the students must find out the meaning of the story by asking 'yes/no' questions.

  (3 mins)

- With weaker classes, the teacher might next want to elicit, and write up, a few example questions to kick students off. E.g. 'Is the man a doctor?', 'Is the building a bank?', 'Is the package heavy?', 'Does he take some money out of the package?', 'Does he smile because he is happy?', etc.

  (3-5 mins)

- The students, in pairs, write questions (as in 5) to find out the meaning of the story. The teacher monitors the students, suggesting ideas for questions as well as correcting grammar.

  (10 mins)

- Oral question and answer session: the students fire questions at the teacher, to find out about the story. The teacher may only answer 'yes' or 'no'. 'Wh' questions are not accepted.

  *(The story is about a man who gave up smoking, has a lapse and buys some cigarettes, gets one out of the packet and then decides against smoking it, and so throws the cigarette and packet away. He is happy that he has managed to resist the temptation to smoke again!)*

- Once the students have worked out the story, the teacher can go through the version on the board, getting students to 'correct' it, i.e:

  (3 mins)

> "A man walks into a shop. A moment later, he walks out again, holding a packet of cigarettes. He takes a cigarette out of the packet, looks at it for a minute, and then throws it away. He then throws the packet away. He walks off down the street, smiling."

# LATERAL - THINKING 'MYSTERY' STORY

Steve Banfield, ADMC

10

THIS LESSON IS SUITABLE AND ADAPTABLE FOR ANY LEVEL FROM PRE-INTERMEDIATE UP

CHAPTER TEN

## ALTERNATIVE WAYS TO USE THE LESSON:

- The story could be told using the past tense ('A man walked into a building....').
- The story could be dictated in the present tense, and then students could be told to convert it to past tense.
- Students might be divided into two or three teams. The team who guesses/finds out the meaning of the story first wins.
- The story could be given out as a text, (i.e. the dictation part omitted).
- The story could be given out in sentence strips: the students would order the sentences before the question/answer session.

## TEACHER COMMENTS:

You could do this sort of activity using any sort of lateral-thinking 'mystery' story. It needs to be fairly short and not too complicated!

In my experience, this sort of activity works with any size group. The skills involved are:

a. listening (to the dictated text; to other students' questions; to the teacher's answers),

b. writing (spelling; punctuation in particular),

c. speaking (fluency – students need to use their imagination, discuss the story with partners, formulate effective questions), and

d. grammatical accuracy, (Ss have to form correct questions.)

Focus can be more-or-less on either accuracy or fluency, depending on the teacher's purpose. She could stipulate, for example, that she will only answer correct questions at the question/answer stage, if accuracy is emphasised. Otherwise, any 'interesting' or 'effective' question might be answered, with correction coming later, if at all. Fluency might be emphasised for higher levels, while with lower levels accuracy might be more of an issue.

# STRUCTURE
# PAST SIMPLE
# 11

Ahmed K. Mohammed, SWC

THIS LESSON IS SUITABLE FOR CD SEMESTER 2

CHAPTER ELEVEN

## AIM OF LESSON:

- To employ 'past simple tense', emphasizing the use of is/are versus was/were.
- To use the regular and irregular past form of verbs.
- To use past simple when talking about previous activities.
- Help students write about their previous experiences using the past simple tense.

## OUTCOMES:

- Enable the students to employ the past simple tense in a variety of contexts: e.g. speaking using 'yesterday', '---- ago', and 'last -----'.
- Use the past tense to reflect on their experiences. This includes writing short paragraphs about their last holiday, trip or visit.
- To familiarize students with grammar software which is suitable for elaboration and reinforcement purposes.
- To help students who are almost computer-illiterate gain confidence when using computer software and saving a short sequence of sentences in the H-Drive [ student folders ].

This will hopefully lead to composition of paragraphs from these detached sentences using appropriate linking words.

## MATERIALS NEEDED:

- Course work textbook [Reward Elementary].
- Suitable pictures, recordings and short readings e.g. 2a/b SRA.
- Computer Software, 'Focus on Grammar Basic', Units 8 and 9.
- Adequate worksheets and activities from Term 2 Supplementary Materials binder.

## ANTICIPATED PROBLEMS AND SOLUTIONS:

P1: Wh-Questions, Students sometimes use the past form of the verb with 'did' instead of the present form, e.g. 'When did you got up yesterday?'

S1: Explain the grammatical rule first.

Put example on board.

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P2: Computer-related problems during computer lab session.

S2: Give clear directions and troubleshoot problems.

P3: Use of Arabic during pair/group work e.g. asking/answering questions and speaking about previous activities.

S3: Monitor the use of Arabic and encourage students to use English throughout the class.

## DESCRIPTION OF THE ACTIVITIES:

- Engage students in a sequence of exercises using pictures, recordings, short readings, and in-class course activities.
- Students ask each other questions, based on your presented materials, using the past simple tense.
- Students will attend a computer laboratory session to support the lesson, and to help them write and save sentences. During these sessions, the following software and exercises will be employed:

  A. Focus on Grammar Basic

  1. Simple Past
     a. Regular verbs.
     b. Irregular verbs.
     c. Yes/No questions.
     d. Wh-questions .
  2. Past Tense of 'Be'.
     a. Affirmative and negative questions.
     b. Wh-questions.
     c. There was/There were.

At the end of each of these computer laboratory sessions, the students will write five sentences and save them in the folders they have been allocated by their teacher.

(a) Students will work in pairs to produce a 100 - 120 word composition on past activities.

## TEACHER INVOLVEMENT:

- The teacher is only a facilitator. Most of the work should be done by the students.
- Form pairs/groups, and encourage effective student participation. Put examples on the board.
- Provide help and immediate feedback to students.
- Deal with trouble-shooting during computer sessions.

## TEACHER COMMENTS:

This lesson includes a variety of skills such as speaking, reading, writing and using the computer. Students, however, are at different levels of competence, and this necessitates adopting some kind of individualized instruction at certain stages of the lesson, to cater for the needs of the students.

# SIGNED NUMBERS IN REAL LIFE MATH

Alyson Menzies, FWC

12

THIS LESSON IS SUITABLE FOR FOUNDATION MATH

CHAPTER TWELVE

## AIM OF LESSON:

To introduce positive and negative numbers in real-life mathematics.

## MATERIALS NEEDED:

- Overhead-transparencies
- Audiocassette and player
- Prepared worksheets

## ANTICIPATED PROBLEMS & SOLUTIONS:

Problems arise in the concept of finding the difference between positive and negative numbers. I found that using the example of a thermometer, with sliding cursors, ironed out any difficulties. This idea could also be adapted by the individual teacher to illustrate other examples of signed numbers in real life situations.

## DESCRIPTION OF ACTIVITIES:

- Offer the students a general introduction to the math concepts. State the objectives of the lesson.
- Distribute the word list to be used throughout the topic, emphasising that meanings and examples should be completed as a summary at the end of each lesson.
- Using overhead-transparency 1, section 1, introduce the simple number line. Discuss vocabulary (positive and negative) and the symbols used. State that a signed number shows distance and direction from zero.
- Discuss signed numbers associated with temperature, and offer examples of temperatures around the world. Uncover section 2 on overhead transparency 1. Choose individual students to read the temperature at points A, B, C, and D.
- Give out the worksheet, 'Temperatures Around the World'. Discuss vocabulary (maximum and minimum temperatures). Play tape script 1. Students should complete the table for maximum and minimum temperatures of various countries around the world. Please note that, in the table, the countries have been chosen in random order, to practice the students' listening and reading skills.
- Discuss changes in temperature, positive to negative, and vice versa, using the 2nd OHP. Reinforce vocabulary (rise and fall in temperature). Prepare a series of

real life examples similar to those below, to present to individual students as an oral exercise. The weaker students could use the overhead transparency with movable cursors to help them understand this concept.

1. In Britain, the daytime temperature is 17°C. At night, the temperature falls by 20°C. What is the temperature at night?
2. The temperature in an oven is 110°C. The temperature rises by 5°C. What is the new temperature?
3. The temperature in Norway was -5°C, and it falls to -12°C. What is the change in temperature?
4. The temperature in Russia was - 20°C, and it rises by 11°C. What is the new temperature?

- Do page 1 and 2 of the prepared worksheet. 'Signed Numbers'.
- Discuss signed numbers in connection with bank accounts using section 3 on overhead transparency 1. Reinforce vocabulary ('borrow', 'withdraw', 'overdraft', 'in the red', 'negative balance', 'positive balance', 'deposit', 'in credit'). Prepare some real-life examples, such as those below to present to individual students.

  1. Fatmah had Dh500 in her bank account, and then deposited a further Dh1 500. How much does she now have in her bank account?
  2. Amnah had Dh500 in her bank account, then withdrew Dh1000. How much is she in debt?

- Ask student to complete the prepared worksheet 'Signed Numbers –Overdrafts'
- Finally,discuss signed numbers above and below sea level using section 4 on overhead transparency 1. Prepare some examples to illustrate positive and negative levels, and ask individual students questions to confirm thorough understanding.

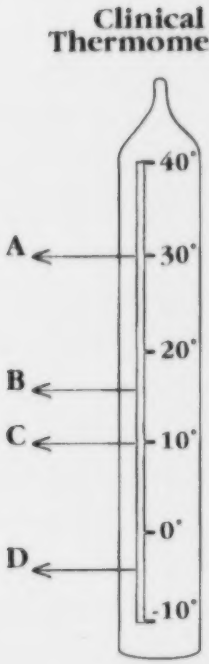
  For example: 'A fish is 20 m below the sea level (-20 m). If it then swims vertically upwards by 10 m, what will be it's final position?

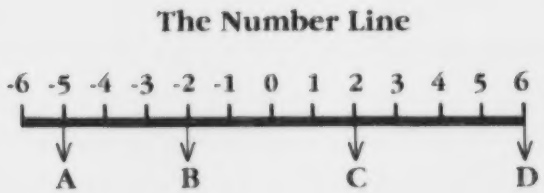
- Summary of lesson. The students should complete the first three meanings and examples from the word list.

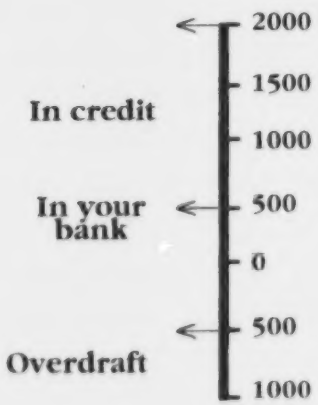
## ALTERNATIVE WAYS TO USE THE LESSON:

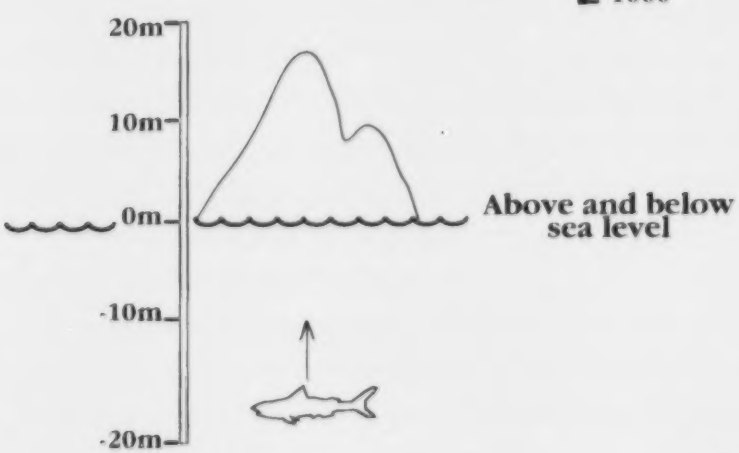
If the students are quite able, and have covered most of this work in their high school, then the teacher could use the visuals as reinforcement material, and focus more on the new vocabulary. The lesson could then be continued with opposites, integers, order and absolute values, etc. completing the word list table as a summary.

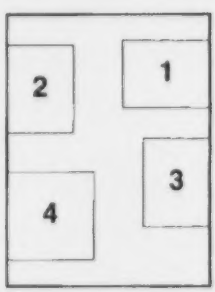
# Signed Numbers



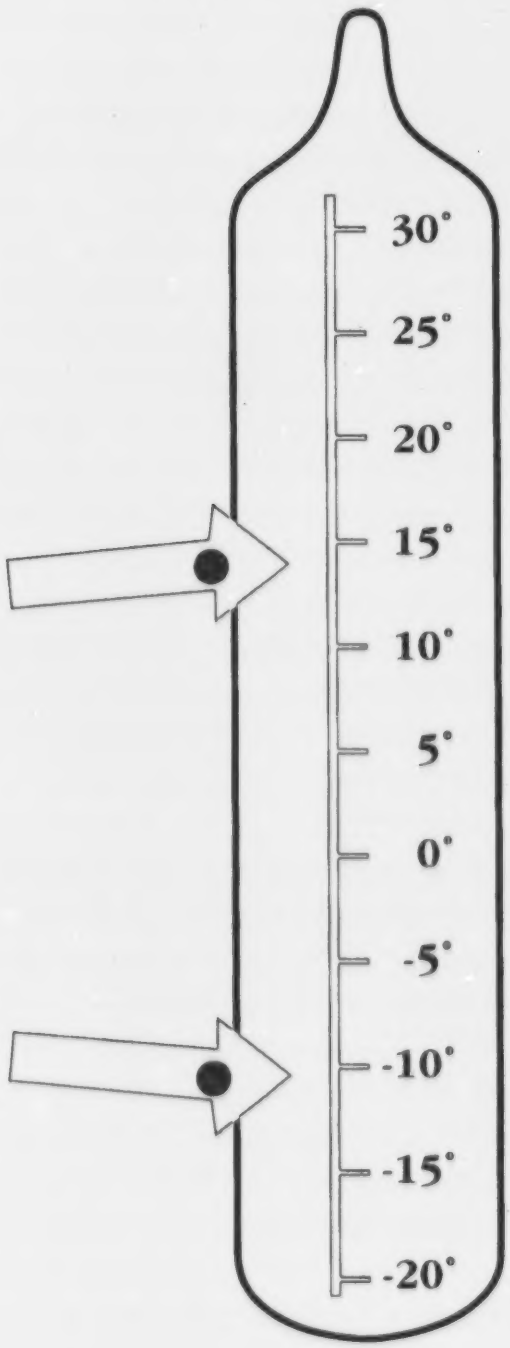




Reveal in this sequence

Overhead Transparency 2

# Temperature around the World



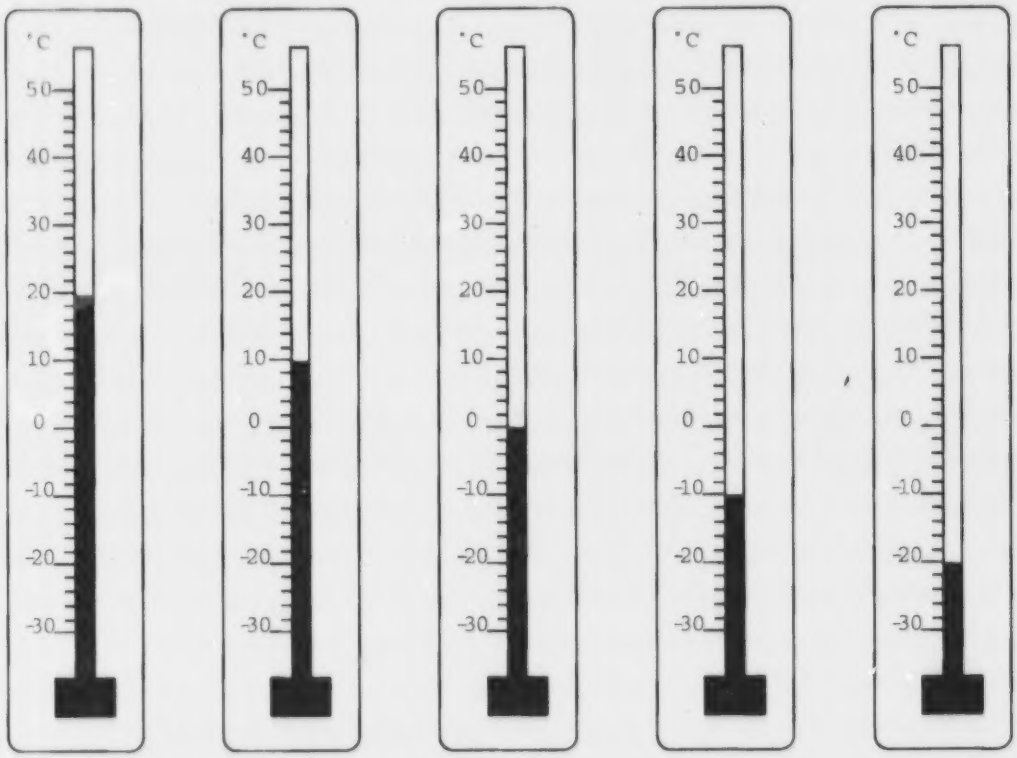

Thermometer

Temperature in °C

# Signed Numbers

When measuring temperatures we usually describe temperatures above freezing point (0°C) as positive and temperatures below the freezing point as negative.

Five temperatures are shown below.




20° C
Temperature
on a
warm day

10° C
Temperature
on a
cool day

0° C
Temperature
on a
cold day

-10° C
Temperature
on a
very cold day

-20° C
Temperature
on an
extremely cold
day

Put the following temperatures in order from warmest to coldest.

1. 20°C -40°C 30°C -50°C 10°C -30°C

2. 35°C -25°C 43°C -17°C -43°C 53°C

# Signed numbers – Temperatures

The table below shows how the temperature dropped between 12 noon and 6 p.m. on each day during a one-week period in February, in London, England.

Complete the table.

| ***Day*** | ***Temperature at 12 noon*** | ***Drop in temperature*** | ***Temperature at 6 p.m.*** |
|---|---|---|---|
| Monday | 5°C | | -3°C |
| Tuesday | 6°C | | -4°C |
| Wednesday | 7°C | | -2°C |
| Thursday | 6°C | | -5°C |
| Friday | 8°C | | -2°C |
| Saturday | 4°C | | -3°C |
| Sunday | 5°C | | -2°C |

When my mother in England woke up early this morning, the temperature was -4 C but by lunch time it had risen to 11 C and by evening it had dropped to -2 C.

Find:

a) the rise in temperature between early morning and lunch time.

b) the fall in temperature between lunch time and evening.

c) the net change in temperature between early morning and evening.

# Signed numbers – Overdrafts

When we borrow money from a bank we usually have an overdraft or 'go into the red'.
An overdraft of Dh1000 could be described as having a negative balance, whereas a credit of Dh1000 would be a positive balance.

1. All of the people in the table below have a bank overdraft, but they each pay some money in.

Complete the table.

| ***Account holder*** | ***Initial balance*** | ***Money paid in*** | ***New balance*** |
|---|---|---|---|
| Mr Ali | Dh1000 (o.d) | | Dh500 (c) |
| Mr Khamis | Dh1000 (o.d) | | Dh1000 (c) |
| Mrs Khan | Dh1500 (o.d) | | Dh2000 (c) |
| Mrs Menzies | Dh1250 (o.d) | | Dh1750 (c) |
| Mr Brown | Dh1000 (o.d) | | Dh500 (o.d) |
| Miss Gregory | Dh1500 (o.d) | | Dh1250 (o.d) |
| Mr Akbar | Dh1250 (o.d) | | Dh500 (o.d) |
| Mrs Al Kindy | Dh750 (o.d) | | Dh500 (o.d) |

2. Out the following in order of preference for the balance in your bank account.

   Dh2000, a credit Dh3000. an overdraft of Dh1000, Dh500, an overdraft of Dh3000, - Dh500, Dh1500 (c).

# Temperatures around the world

1. Write down the maximum and minimum temperatures for the following countries:

| ***Country*** | ***Max. Temp.*** ***°C*** | ***Min. Temp.*** ***°C*** |
|---|---|---|
| Abu Dhabi (UAE) | | |
| London (England) | | |
| Amsterdam (Netherlands) | | |
| Bangkok (Thailand) | | |
| Dublin (Ireland) | | |
| Istanbul (Turkey) | | |
| Manila (Philippines) | | |
| Moscow (Russia) | | |
| Johannesburg (South Africa) | | |
| New York (America) | | |

# Temperatures around the world

Maximum and minimum temperatures - Answers.

| ***Country*** | ***Max. Temp. °C*** | ***Min. Temp. °C*** |
|---|---|---|
| Abu Dhabi (UAE) | 24 °C | 17 °C |
| London (England) | 12 °C | 1 °C |
| Amsterdam (Netherlands) | 8 °C | -5 °C |
| Bangkok (Thailand) | 26 °C | 22 °C |
| Dublin (Ireland) | 14 °C | -2 °C |
| Istanbul (Turkey) | 10 °C | -2 °C |
| Manila (Philippines) | 30 °C | 25 °C |
| Moscow (Russia) | 4 °C | 20 °C |
| Johannesburg (South Africa) | 27 °C | 22 °C |
| New York (America) | | 9 °C -1 °C |

# SPEAKING PRACTICE

Katie Nelson, FJW

13

THIS LESSON IS SUITABLE FOR ALL LEVELS

CHAPTER THIRTEEN

## AIM OF LESSON:

To practise speaking English.

## MATERIALS NEEDED:

- Official practice question-list for teacher's use
- Formal practice questions, printed on card, for student-pair work
- General questions, printed on strips of card, and in a suitable container
- Table and four chairs
- Clock

## ANTICIPATED PROBLEMS:

It can be assumed that the students will:

- not know anything about the end of term Speaking Test.
- not want to listen to other students speaking with the teacher.
- soon get bored speaking in pairs.
- want to take longer than their allotted time during the role play.

## SOLUTIONS:

It is important to explain:

- step by step, what the Speaking Test is all about.
- why the students need to listen to the teacher speaking with other students, because they might get the same question in the Speaking Test at the end of term.
- the importance of working with a partner when practising English.
- that during role play, the teacher must be very strict about the time allotted to each group, watch the clock, allocating 10 minutes only, with only five minutes for each student to speak or attempt to answer their questions.

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13

CHAPTER THIRTEEN

# SPEAKING PRACTICE

Katie Nelson, FJW

THIS LESSON IS SUITABLE FOR ALL LEVELS

## DESCRIPTION OF ACTIVITIES:

### Activity 1

1. Teacher begins the lesson with an explanation to the class about the end of term Speaking Test.
2. *"The Speaking Test at the end of term is very important. This is what we do."*
3. Give a demonstration of the set-up for the Speaking Test.

   Arrange:

   1x long table

   2x chairs on one side of the table, for the teachers, interlocutor and assessor

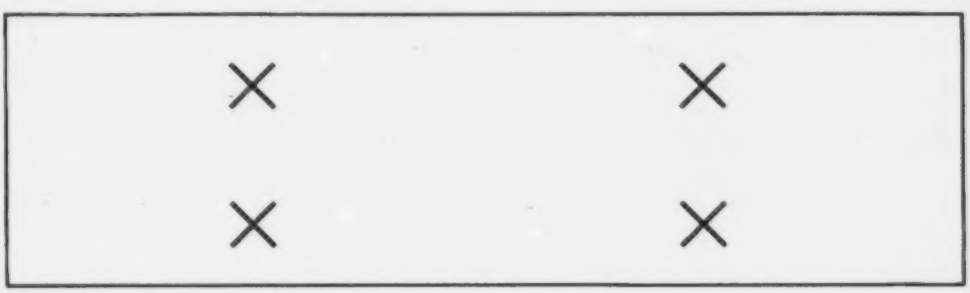
   2x chairs on the opposite side of the table, for the students

   1x clock

4. Choose two students to represent teachers; choose two students to be the students taking the Speaking Test. Then seat them in the appropriate positions.

Interlocutor (teacher asking questions)

Assessor (teacher marking answers)



Student A

Student B

Explain that the first teacher (interlocutor) will ask the questions, and that the second teacher (assessor) should listen carefully, and give marks for the answers.

They will have 10 minutes for the Speaking Test; 5 minutes each.

5. The teacher will say:
   *"This is the formal part of the Speaking Test. All students have to answer all these questions. This is what the teacher will ask each student in turn."*

Demonstrate, asking the students the following questions:

- "What is your ID number?"
- "What is your name?"
- "What is your family name?"
- "Please spell your family name."
- "What is your father's name? Can you spell it for me?"

**Activity 2**

1. Now, the teacher practises this format with the other students.

**Activity 3**

1. The teacher gives each student in the class printed cards listing the formal questions.

2. "Now you can work in pairs and practise asking and answering these questions."

3. The students practise asking these questions to their partners.

4. The teacher monitors each group, encouraging/correcting/praising, as appropriate.

**Activity 4**

1. The teacher explains that, in the Speaking Test, the students will be asked general questions as well as the formal questions. Questions about the topics are on the teacher's official question list. You can show the students the list.

**EXAMPLE :**

**Family**

- "Tell me about your brothers / sisters."
- "Tell me about your mother and father."
- "Do you have a grandmother? Tell me about her."
- "Do you have a grandfather? Tell me about him."

2. The teacher asks some of these general questions to a random selection of students:

*"Aisha, tell me about your brothers."*

- Explain, here, that "tell me about...", and "describe..." mean the same thing.

Write it on the board: 'tell me about = describe'.

Some teachers will say: 'Tell me about your brothers.'

Other teachers will say: 'Describe your brothers for me.'

You have to learn to answer both questions.

'Tell me about...' and 'describe...' are different, but can elicit similar responses.

3. "Huda, describe your youngest brother for me."

4. "Mona, tell me about your sister?"

5. "Fatima, describe your sister for me."

- The teacher should give a lot of praise for the efforts made speaking English.

## ALTERNATIVE WAYS TO USE THE LESSON:

A.

1. Print the general questions on strips of coloured card.
2. Stand the strips in an appropriate container: a jug or a tall box.
3. Let a student choose a strip.
4. The student gives the question to the teacher, and the teacher asks the question.

B.

1. Set up the room for the Speaking Test (see notes above, activity 1, steps and 4 ).
2. The students taking the Speaking Test wait outside the classroom door.
3. The students representing teachers are seated facing the clock, with the container of printed questions.
4. The teacher opens door, and asks for the next students taking the test to produce his or her ID card.
5. The students go and sit at the table, before interlocutor.
6. The interlocutor asks the formal questions.
7. Student A takes a general question strip, and hands it to interlocutor.
8. The interlocutor asks the question.
9. Student B repeats the procedure.
10. The teacher calls time.
11. The students change over, and repeat the above procedure.

This activity takes time. It is advisable that one group of four students practice per day.

# SPEAKING PRACTICE

Katie Nelson, FJW

THIS LESSON IS SUITABLE FOR ALL LEVELS

## TEACHER COMMENTS:

- These activities are for students beginning to learn English, who have limited speaking skills.
- A sensible class size would be 14 - 16 students.
- Time needed: 45 minutes to 1 hour.
- Teachers will find that, as the students become more confident with speaking English, they do like to role-play each day (Speaking Test, Activity B).
- They soon learn to arrange the room for the activity before the teacher arrives.
- Day-by-day, it then becomes much easier, and faster, to start straight into the task.

# PIE CHARTS: PERCENTAGE VS. TOTAL

John Curran, DWC

14

THIS LESSON IS ADAPTABLE FOR ANY LEVEL

CHAPTER FOURTEEN

## AIM OF LESSON:

Teach students that pie charts only indicate a percentage of a total, not what the total is.

## MATERIALS NEEDED:

A whiteboard and a marker

## ANTICIPATED PROBLEMS & SOLUTIONS:

Students need to know that pie charts, while effective, have limitations. They do not show the total, only percentages of a total. This can be a difficult concept for students to grasp. A solution is to demonstrate this lesson.

## DESCRIPTION OF THE ACTIVITIES:

- Ask the students which country has more Muslims: the UAE or the USA?
- They will undoubtedly say the UAE has more. If, as I am sure, they are sure, I might tease them and tell them I think the USA has more and ask if anyone will change their answer. They never have!
- I then say, "Let's see if we can determine which country has more Muslims."
- Draw two pie charts. Label one chart "Emiratis", and the other chart "Americans."
- Ask the students what percentage of Emiratis are Muslim. They will tell you everyone is. Close enough! Color the Emirati pie chart to indicate 100% of Emiratis are Muslim. Ask them if everyone agrees so far. They will say 'yes'. Ask them if anyone wants to change their answer. They won't!
- Ask the students what percentage of Americans are Muslim. They may tell you no one is! You may have to tell them some are. Ask them to guess a percentage. They usually will say something close to 5%. Use 5% as this makes the calculations easier. Color the American pie chart to indicate that 5% of Americans are Muslim. Ask them if everyone agrees so far. They will say yes.
- Now that you have both charts completed, ask them, again, which country has more Muslims. They will still say the UAE does! '100% to 5%'; of course UAE has more! Ask them again if anyone wants to change their answer. No one will.
- Ask them what is the Emirati population of the UAE. It is approximately 500 000, but you can be generous! They will usually be close with their guess.



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# PIE CHARTS: PERCENTAGE VS. TOTAL

John Curran, DWC



- Ask, "Does anyone want to change their answer?" Still all no's.
- Ask them, "What is the population of the USA?". Some might know. It is approximately 275 000 000.
- Ask, "Does anyone want to change their answer?" Still all no's, but a few are starting to have doubts.
- Ask them to calculate what 100% of 500 000 is. It is 500 000!
- Ask them to calculate what 5% of 275 000 000 is. It is 13 750 000.

Ask them why the USA, with only 5% of the population being Muslim, has more Muslims than the UAE, where 100% of Emiratis are Muslim. Some will recognize that, because the USA has so many more people, that even though only a small percentage of the total are Muslim, the overall number of Muslims is much larger because the total is much larger to start with. In other words, a small percentage of a large total, can be larger than 100% of a small total! This is a great example of how pie charts can only show percentage and not the total! The students remember this example and remember how to apply it later during assessment periods.

# FOUR ICONS OF THE TWENTIETH CENTURY

Jed Williams, FJW

15

THIS LESSON IS SUITABLE IF ADAPTED AT ANY LEVEL

CHAPTER FIFTEEN

## AIM OF LESSON:

To further practice retrieval skills, develop Internet skills, and group-work skills.

To practice the revision of lexical items connected with biography.

## MATERIALS NEEDED:

Three worksheets per student, access to the Internet.

## DESCRIPTION OF ACTIVITIES:

Ideal number in class: 16 (four per group), but this will work with between 8 and 20 students.

### Stage One

Photocopy the four Stage 1 worksheets (Lennon, Kennedy, Monroe, Princess Diana). Copy equal numbers of each worksheet so that each student has a copy.

- Take the class to the computer laboratory. Ideally, each student should have access to the Internet.
- Shuffle the worksheets, and distribute them to the class at random.
- Ss get into groups: all those with the Lennon worksheet together, etc. (ideally, there will be four students in each group.)
- In groups, they research their personality. Remind them to try different web sites. Ideally, a group of four should come up with at least four different web sites. There are lots of different sites devoted to these famous personalities.

### Stage Two

- When they have completed the Stage 1 worksheets, put Ss into new groups. The new groups should each include a student from each Stage 1 group. Each new group will have information about Lennon, Kennedy, Monroe and Princess Diana.
- Give each group a copy of the Comparisons worksheet (Stage 2).
- Ss are to complete the worksheet with the information that they have.

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# FOUR ICONS OF THE TWENTIETH CENTURY

Jed Williams, FJW



**Stage Three**

At this stage, the Ss might need to go back to the Internet.

- Give each group a copy of the Gap Fill worksheet (Stage 3).
- Which group is the first to complete the gaps correctly?

## LENNON WORKSHEET: STAGE 1

Internet task:

Use a search engine and try several different web sites.

- What information can you find about John Lennon?
- When and where was he born?
- What was his main claim to fame?
- Was there anything unusual about his background/life/marriage?
- When did he die? How?
- Was there anything unusual about his death?

# KENNEDY WORKSHEET: STAGE 1

Internet task:

Use a search engine and try several different web sites.

- What information can you find about John F Kennedy?
- When and where was he born?
- What was his main claim to fame?
- Was there anything unusual about his background/life/marriage?
- When did he die? How?
- Was there anything unusual about his death?

## MONROE WORKSHEET: STAGE 1

Internet task:

Use a search engine and try several different web sites.

- What information can you find about Marilyn Monroe?
- When and where was she born?
- What was her main claim to fame?
- Was there anything unusual about her background/life/marriage?
- When did she die? How?
- Was there anything unusual about her death?

# PRINCESS DIANA WORKSHEET: STAGE 1

Internet task:

Use a search engine and try several different web sites.

- What information can you find about Diana, Princess of Wales?
- Where and when was she born?
- What was her main claim to fame?
- Was there anything unusual about her background/life/marriage?
- When did she die? How?
- Was there anything unusual about her death?

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# FOUR ICONS OF THE TWENTIETH CENTURY

Jed Williams, FJW

THIS LESSON IS SUITABLE IF ADAPTED AT ANY LEVEL

## COMPARISONS WORKSHEET: STAGE 2

Four icons of the twentieth century:

Complete the table below in groups of 4 (one student from each group)

John Kennedy • John Lennon • Marilyn Monroe • Princess Diana

| Similarities | Differences |
|---|---|
| | |

# FOUR ICONS OF THE TWENTIETH CENTURY

Jed Williams, FJW

THIS LESSON IS SUITABLE IF ADAPTED AT ANY LEVEL

## GAP FILL WORKSHEET: STAGE 3

Now in your groups fill in the gaps below using the information you have on stage 2 worksheet. You may have to go back to the Internet to complete this.

| Similarities | Differences |
|---|---|
| Kennedy and _____ were born in the USA.<br>Lennon and _____ were born in the UK. | Kennedy was born in _____<br>Monroe was born in 1926<br>_____ was born in 1940<br>Princess Diana was born in _____ |
| _____ and Monroe died in the sixties.<br>Kennedy and Lennon died in their forties. | Lennon died in _____<br>_____ died in 1997. |
| Monroe and Princess Diana died in their thirties. (Both were _____) | Kennedy was _____, Lennon was _____ |
| Kennedy and Monroe were born on a _____ | Lennon was born on a Wednesday.<br>Princess Diana was born on a Saturday. |
| Monroe and Princess Diana died on a _____ | Kennedy died on a Friday.<br>Lennon died on a Monday. |
| Kennedy, Monroe and _____ died in the USA. | Princess Diana died in _____ |
| _____ and Lennon were shot dead. | _____ died of an overdose.<br>_____ died in a car crash. |
| Some people believe that the FBI were involved in Kennedy's and _____ deaths. | There have been various conspiracy theories about Monroe's and _____ deaths. |
| Lennon and _____ had two sons. | _____ had one son and one daughter.<br>_____ didn't have any children. |
| _____ and Monroe were in showbusiness. | _____ was a president.<br>_____ was a princess. |
| Monroe, _____ and _____ all got divorced. | _____ never got divorced. |
| _____ and Princess Diana got married once. | _____ had three husbands.<br>_____ had two wives. |
| Kennedy and Lennon had the same first name: _____ | Marilyn Monroe was originally _____ Baker.<br>Princess Diana was orginally _____ Spencer. |

# FOUR ICONS OF THE TWENTIETH CENTURY

Jed Williams, FJW



## Teacher's Notes: Answer Key.

| Similarities | Differences |
|---|---|
| Kennedy and Monroe were born in the USA. Lennon and Princess Diana were born in the UK. | Kennedy was born in 1917<br>Monroe was born in 1926<br>Lennon was born in 1940<br>Princess Diana was born in 1961 |
| Kennedy and Monroe died in the sixties. Kennedy and Lennon died in their forties. | Lennon died in 1980<br>Princess Diana died in 1997 |
| Monroe and Princess Diana died in their thirties. (Both were 36) | Kennedy was 46. Lennon was 40 |
| Kennedy and Monroe were born on a Tuesday. | Lennon was born on a Wednesday.<br>Princess Diana was born on a Saturday. |
| Monroe and Princess Diana died on a Sunday. | Kennedy died on a Friday.<br>Lennon died on a Monday. |
| Kennedy, Monroe and Lennon died in the USA. | Princess Diana died in Paris. |
| Kennedy and Lennon were shot dead. | Monroe died of an overdose.<br>Princess Diana died in a car crash. |
| Some people believe that the FBI were involved in Kennedy's and Lennon's deaths. | There have been various conspiracy theories about Monroe's and Princess Diana's deaths. |
| Lennon and Princess Diana had two sons. | Kennedy had one son and one daughter.<br>Monroe didn't have any children. |
| Lennon and Monroe were in showbusiness. | Kennedy was a president.<br>Diana was a princess. |
| Monroe, Lennon and Princess Diana all got divorced. | Kennedy never got divorced. |
| Kennedy and Princess Diana got married once. | Monroe had three husbands.<br>Lennon had two wives. |
| Kennedy and Lennon had the same first name: John | Marilyn Monroe was originally Norma Jean Mortenson (aka Norma Jean Baker). Princess Diana was orginally Lady Diana Frances Spencer. |

# LIE PROFILE

Ruth Hamilton, ADMC

16

THIS LESSON IS SUITED FOR INTERMEDIATE, BUT CAN BE ADAPTED FOR ANY LEVEL OF STUDY WITH SOME PREPARATION

CHAPTER SIXTEEN

## AIMS OF LESSON:

To test the students' knowledge of tenses and their writing levels.

## MATERIALS NEEDED:

One worksheet with text

## DESCRIPTION OF ACTIVITIES:

This lesson is intended as a first lesson activity with a new group of students. It gives the teacher and students the opportunity to get to know each other a little, and also allows the teacher to test the students' language level, knowledge of grammatical structures, writing level, and ability to form questions. The teacher needs to write a text about herself or himself, as per the sample text given on the next page.

**PROCEDURE:**

- The teacher hands out a text to the students about her/himself, and explains that the text includes five 'lies'.
- First reading task: The students should read the text, and underline five facts they think may be the 'lies'.
- Question practice: The students then ask the teacher questions to discover the actual five lies. These should be yes/no questions, ie: the teacher can only reply with a 'yes' or a 'no', and will only answer grammatically correct questions.
- When all the lies have been discovered, the students are invited to ask any other questions they wish about their teacher.
- Second reading task: The students should read through the text again, and underline the different tenses used. In pairs, they compare their answers, naming each tense and explaining why this tense is used there.
- Language focus: The teacher then elicits an example of each tense and the name of the tense, and writes these on the board, highlighting and checking the form and use of each one. The sample text includes the following tenses:

  present simple

  past simple

  present perfect simple

  present perfect continuous

  future 'going to'

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- Writing: The students are then asked to write a text about themselves, using the teacher's text as a model. They should include at least one example of each of the above tenses, and should include five lies.
- Reading and question practice: Working in small groups, the students take turns to read out their texts, while others in the same group make notes on what they think may be lies. Alternatively, students read each others' texts and underline possible lies. As before, they then ask correct yes/no questions to discover the lies.
- Optional follow-up: Turn over all the texts, and ask each group to try to remember, together, what each person's lies were. This is a kind of memory test, but can also test whether students were really listening to each other, and can give the teacher the opportunity to test the students' speaking level, too. If the students already know each other, then they can be asked whether they learned anything new about their friends from the activity.

## ALTERNATIVE WAYS TO USE THE LESSON:

The lesson can be used with any level, as a first lesson, by adapting and grading the text to the students' level.

## TEACHER COMMENTS:

The lesson can be used with any number of students, at any level. It is used as a diagnostic test and a 'getting to know each other' activity and involves all the skills. I have used this activity many times with a new group. Students have always enjoyed it and written good texts about themselves.

### SAMPLE TEXT:

My name's Ruth and I'm British. I was born in London. I'm married to Eberth, who's Brazilian. He's an English teacher, too. We've been married for four years and we've got a one-year-old son called Tiago. He was born in Brazil and speaks both English and Portuguese.

We lived in Brazil for four years and I loved it. Like the Emiratis, the Brazilians love football. I'm sure you know Zagallo, the Brazilian football coach, who came to the U.A.E. several years ago. He's my husband's cousin.

I've been teaching English for nine years and have lived and worked in ten different countries. I speak five languages, including Arabic, which I speak fluently. We came to Abu Dhabi six months ago and I like it very much. I'm going to stay here for at least six years.

# PYRAMID DISCUSSION

Julie Wallace, ADMC

17

THIS LESSON IS SUITABLE FOR LOWER TO UPPER INTERMEDIATE STUDENTS

CHAPTER SEVENTEEN

## AIM OF LESSON:

- To practice how to agree, to disagree, and to be persuasive with other students.
- To further practice using comparatives and superlatives.

## MATERIALS NEEDED:

Worksheet attached

## ANTICIPATED PROBLEMS & SOLUTIONS:

- The idea of the Pyramid allows students to practice their arguments and ideas a few times before the class discussion opens up. If they are confident speakers, then you may wish to move to the group discussion after the pair work.
- Students agree on the same order. Mix the students around from the groups. They are unlikely to agree on the same order for each, so encourage them to discuss those they do not agree on.

## DESCRIPTION OF ACTIVITIES:

- Elicit the target language for agreeing and disagreeing. Elicit the lexis which the students may not be familiar with such as: Russian roulette, bunjee jumping, etc. Students then rank the activities in order of what they feel is the most dangerous/risky to the least dangerous. They write a number next to each activity. The students then form pairs, and have 2 minutes to agree on a new order in their pair.
- Depending on the size of the class, students then move into a group of three or four, and have 4 minutes to reach the same ranking order. Students from each group then join others to make two groups in the classroom. The group is given 5 minutes to, again, reach a ranking order. The discussion then opens up between the two groups. Each ranking is discussed, and the most persuasive/winning team receives a point. A vote is taken after each statement is discussed.

## ALTERNATIVE WAYS TO USE THE LESSON:

The content can be changed so students are ranking almost anything. For example, you may ask students what are the most important qualities of a good husband or wife, car, student, teacher, restaurant, or, perhaps, the ten most important things to pack if one wants to survive in the desert or on an island.

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# 17 PYRAMID DISCUSSION

Julie Wallace, ADMC

CHAPTER SEVENTEEN

THIS LESSON IS SUITABLE FOR LOWER TO UPPER INTERMEDIATE STUDENTS

## WORKSHEET:

What do you think is the riskiest?

| | You | Pair | Four | Group |
|---|---|---|---|---|
| smoking | | | | |
| swimming with hungry sharks | | | | |
| playing Russian roulette | | | | |
| bunjee jumping | | | | |
| crossing a highway with your eyes closed | | | | |
| flying on Egypt Air | | | | |
| using illegal drugs | | | | |
| driving your Nissan Patrol through Wadi in a rain storm | | | | |
| standing on a snake in the desert | | | | |
| driving a motorbike at 200 mph on a wet road | | | | |
| working with AIDS patients | | | | |

# A CANADIAN IN THE UNITED ARAB EMIRATES

Sarah Walker, AAWC

18

THIS LESSON IS SUITED FOR BEGINNERS OR ELEMENTARY STUDENTS

CHAPTER EIGHTEEN

## AIM OF LESSON:

- To present/check vocabulary related to the UAE, and foreign, landmarks.
- To practice and revise making correct Wh questions in present tense, third person.
- To use the questions as motivation for reading, for specific information, a text on daily routines in the UAE and in Canada.
- Guided speaking practice, asking and answering questions, including the answer "I don't know."
- To use the reading text for guided discovery of adverbs of frequency.
- To read for specific information, True/False/I Don't Know.
- To follow up using reading text as a model for writing about daily routine.

## MATERIALS NEEDED:

OHP of question sheet.

1 question sheet per student.

1 reading text per student.

1 set of adverbs of frequency, cut up, per small group or pair of students.

## ANTICIPATED PROBLEMS & SOLUTIONS:

- Third person question forms: use of does + base form.
- Typical errors: "What does she work?", "What is she working?", "What is she work?", "Where she is live?".
- Adverbs of frequency: students may find "often" and "usually" hard to distinguish. There is a degree of subjectivity, in that "usually" also carries the sense of "habitually" or "in the normal course of things". At this level, however, a simple ranking is plenty: always, often, usually, sometimes, never.
- At this level, the main difficulty with using a model is that students follow it too closely. If students are living in residence, or away from their families, they can use the text to point out the contrast between living in residence and living at home. Otherwise, make sure students do not follow the model to the extent that they write about their lives in Canada!

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18

CHAPTER EIGHTEEN

# A CANADIAN IN THE UNITED ARAB EMIRATES

Sarah Walker, AAWC

THIS LESSON IS SUITED FOR BEGINNERS OR ELEMENTARY STUDENTS

## DESCRIPTION OF ACTIVITIES:

### Stage One

Present/elicit new vocabulary. Suggested items: mosque, call to prayer, bells, to wake up, to get up, to rest, to be tired, snow, skiing.

### Stage Two

1. Hand out question sheet (Part A) and/or use an OHP.
2. Tell the students to complete questions 2 to 7.
3. Point out that they are asking about "she/her" ["man or woman"?], using the present tense and Wh question words.
4. For a weaker class, model the first couple of questions with the whole class, using the OHP.
5. Monitor the students.
6. Check questions 2 - 8, using the OHP. For question 8, there are a number of possible correct answers: "What does she do at the weekend?", "Where does she spend the weekend?", "How does she spend her weekend?", "Who does she see at the weekend?", etc. Accept anything which is correct.
7. Tell the students to write Wh questions for numbers 9 - 11.
8. Check for correct English: accept anything which is correct.

At this point some students may produce the question "What is her name?".

9. Ask the students "What is her name?".
10. Present/practice "I don't know".

Ask the students what they think the text will be about: is it a man or a woman, where does he or she live, where is he or she from. Students use the questions to infer text content.

**Stage Three**

1. Hand out the text. Ask the students, "What is her name?" (Debbie Smith). Ask the students to find answers to their questions.
2. Their questions 8 - 11 may not be answerable. Monitor, and remind the students they can say "I don't know", if they don't.
3. You can ask students to read out questions 1- 7 around the class, and then pick a student to answer.

**Answers:**

1. She's a doctor.
2. She comes from Vancouver / Canada / Vancouver in Canada.
3. She lives in Al Ain / in the UAE. (not "She lives near a mosque").
4. She works at Tawam Hospital / in Al Ain / at Tawam Hospital in Al Ain.
5. She wakes up very early / at about 5 o'clock (not "She wakes up at 6 o'clock").
6. In the UAE, she gets up at six o'clock.
7. In Canada, she gets up after seven o'clock.

**Stage Four:**

- Pair the students. Tell them to ask each other questions 8 - 11, which will all be different. Monitor, and encourage answer "I don't know" for questions where the information is not given in the text.

**Stage Five:**

- Group the students (or leave them in pairs, if you have enough cut-outs). Ask them to read the second sentence of the second paragraph, "In Al Ain, I always wake up very early". (Alternatively, write on a whiteboard, and highlight "always".) Ask the students if this means "every day", "some days", or "no days". Elicit "every day" - write this on the whiteboard (at the top). You can add "100%" if this will help make it any clearer.

- Then ask them to read the fourth sentence: "In Vancouver, I never heard the call to prayer" (and/or add to whiteboard). Ask them if "never" means "every day", "some days" or "no days". Elicit "no days" and put it at the bottom (next to "0%").
- Ask the students to find more words like this in the text, and to decide which mean "more" (closer to "always") and which mean "less" (closer to "never").
- Give each group, or pair, a set of cut-out adverbs of frequency. The students should order them according to their use in the text.
- Monitor, and ask students who have finished, to write an adverb on the whiteboard in the correct position.

**Stage Six:**

- Comprehension check. Ask the students to answer the questions in Part C. They can answer "true", "false" or "I don't know".

(Answers: 1) False, 2) True, 3) I don't know, 4) True, 5) False 6) False 7) True 8) False 9) False, 10) True, 11) I don't know, 12) True)

**Stage Seven: (follow up or homework)**

- Students use a passage as a model to write about their own lives. Check whether the students know how far they need to stick to the model.
- Ask the students where Debbie is from, and where she lives. Write "Debbie - Al Ain - Vancouver", on the whiteboard. Elicit some of the differences in her life, in the different places, and write them under the place heading.
- Ask the students if any of them live in residence. If anyone does, then ask where their family lives, and write, for example, "Mona - Residence - Abu Dhabi". Elicit some of the differences.
- Ask the students if any of them live at home. Write, for example, "Fatima - Al Ain". Point out that Mona can compare her life in residence with her life in Abu Dhabi, but that Fatima can only write about her life in Al Ain.

## ALTERNATIVE WAYS TO USE THE LESSON:

**Stage Seven (follow up):**

Ask the students to find, and write about, the differences between Debbie's life in the UAE and in Canada. This is then a simple transfer from Debbie's first person to the third person. It could also be done as a chart for students who need practice in filling in charts.

## A) Here are some questions. Can you complete them?

Use WH question words.

1) What is her job?

2) Where _____ she come from?

3) Where _____ live?

4) Where _____ work?

5) What time _____ wake up?

6) What _____ get up in the UAE?

7) _____ time _____ get up in Canada?

8) _____ the weekend?

9) _____ ?

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10) _____?

11) _____?

Check that your questions are correct English.

## B) Now read the passage and find the answers.

My Life in the UAE

My name is Debbie Smith and I'm a doctor. I come from Vancouver in Canada, but now I live in the UAE. I work at Tawam Hospital in Al Ain.

My life in the UAE is very different from my life in Canada. In Al Ain I always wake up very early. I live near a mosque, so I always hear the call to prayer at about 5 o'clock in the morning. In Vancouver I never hear the call to prayer, but on Sunday mornings I sometimes hear church bells.

In Al Ain I usually get up at 6 o'clock in the morning because I start work at 7.30. That's very early for me! In Vancouver I never get up before 7 o'clock. Sometimes at the weekends I stay in bed until 10 o'clock.

In Al Ain I work until 12 o'clock. I usually have lunch and then rest until 5 o'clock, but sometimes I work after lunch if there is a problem at the hospital. In Al Ain I start work again at 5 o'clock and finish at 8 o'clock, but in Vancouver I always work from 9 in the morning until 6 in the evening. I like my job, but I am always tired after work, and that is true in Al Ain and in Vancouver!

In Al Ain, I never work on Thursday and Friday, because it's the weekend. In Vancouver I always work on Thursday and Friday, but I never work on Saturday and Sunday. That's when we have the weekend in Canada.

I often go away at the weekend. In the U.A.E. I usually go to Dubai or Abu Dhabi, but I sometimes go to Khor Farkkan or Ras Al Khaimah. I often go swimming. In Canada, I usually go skiing in the winter, because it always snows. It never snows in the U.A.E., so I can't ski, but I sometimes go ice-skating at the Hili Fun Centre.

## C) True, False or Don't Know?

1) Debbie Smith is an American.

True ☐ False ☐ Don't know ☐

2) She works as a doctor.

True ☐ False ☐ Don't know ☐

3) She is not married.

True ☐ False ☐ Don't know ☐

4) She works in a hospital in the U.A.E.

True ☐ False ☐ Don't know ☐

5) In Canada she lives near a mosque.

True ☐ False ☐ Don't know ☐

6) In Vancouver she gets up before seven o'clock.

True ☐ False ☐ Don't know ☐

7) In Al Ain she gets up before seven o'clock.

True ☐ False ☐ Don't know ☐

8) In Al Ain Debbie always works after lunch.

True ☐ False ☐ Don't know ☐

9) In Canada, she works from nine to five.

True ☐ False ☐ Don't know ☐

10) Debbie's life in the U.A.E. is not the same as her life in Canada.

True ☐ False ☐ Don't know ☐

11) Debbie always eats breakfast in the morning.

True ☐ False ☐ Don't know ☐

12) Debbie's hobbies are skiing, swimming and ice-skating.

True ☐ False ☐ Don't know ☐

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# MUSICAL INSPIRATION

Garry Powell, ADMC

19

THIS LESSON IS BEST SUITED FOR INTERMEDIATE AND ABOVE

CHAPTER NINETEEN

## AIM OF LESSON:

To produce a creative written narrative, in an interactive, collaborative, environment.

## MATERIALS NEEDED:

Tape recorder, cassette with instrumental music, writing materials, Blu-Tack (or similar)

## ANTICIPATED PROBLEMS & SOLUTIONS:

Students may have a possible fear of self-revelation and/or lack of self-confidence in their creative abilities. The activity may appear "whacky" to students from traditional learning backgrounds. Solution: I think above all, the teacher should do everything herself that she asks her students to do! Set an example and offer loads of encouragement. Before attempting this activity ask students if music will pose any religious conflict for the learner.

## DESCRIPTION OF ACTIVITIES:

- Tell the students (Ss) that they are going to listen to some music, and you are going to talk to them as they listen. Ask them to find a comfortable position. For example, they can lie on the floor if they wish and close their eyes. Start the tape. It should be instrumental, not vocal, as lyrics will distract the Ss from their own ideas. Let the music play for a couple of minutes, until the Ss seem relaxed. Speaking in a soothing voice, tell them that they are relaxed. Suggest that they can see a colour. What colour is it? They should remember this colour; they don't need to say anything or write anything down. As the music continues, tell them they that can now see something moving. What is it? It may be a person, an animal or other living thing, or something else. It could be something from the natural world, or something man-made. What is it that is moving? Then something happens to this moving thing or person. What happens? Give the Ss at least a couple of minutes to consider, before gently leading them out of the fantasy and asking them to open their eyes. (5-10 minutes)
- Ask the Ss to write down the colour they 'saw', the thing they 'saw' moving, and what happened to it. Do it yourself, too. Then post all the papers on the wall with Blu-Tack. Make sure that everyone leaves a lot of space on their paper. If anyone fills most of the page, then post a blank page beneath it. (5 minutes)

- Ask the Ss to circulate, reading what each person has written. Each student must write at least one question at the foot of each text. (15-20 minutes)
- The Ss retrieve their papers. They will now have as many questions about their texts as there are students in the class. Ask them to rewrite their text, answering the questions. They can add as many details as they wish, but they must answer every question. (20-30 minutes)
- Post the texts on the wall again. The Ss read them. They can then make editing suggestions, of a linguistic nature, or about content. (15 minutes)
- The Ss edit their stories and give their final draft to you for appraisal. (Can be done for homework)

## TEACHER COMMENTS:

Reading and writing are the main skills practised during this exercise. This exercise works particularly well with those Ss who claim that they are incapable of writing anything imaginative. With a little mood stimulation from the music, and ideas from their colleagues, everyone ends up with a story, or something approaching one. Some of the texts may be astonishingly good, others will be more prosaic, but, usually, everyone enjoys the activity and finishes it with a considerable sense of achievement as, for most, it will be their first truly creative piece of writing in a foreign language.

I recommend highly atmospheric music, with a strong mood. I have used jazz by The Hot Club de France, flamenco-fusion by Paco de Lucia, and African music by Ali Farka Toure. Oudh music could also be used, or Celtic music, or dramatic classical music.

# THE FIRST FLIGHT

Emmet Thomas Norris, AAMC

20

THIS LESSON IS SUITABLE FOR CO & HO STUDENTS

CHAPTER TWENTY

## AIM OF LESSON:

An integrated English Skills activity with a written outcome.

## MATERIALS NEEDED:

Copies of the jigsaw reading passage; OHP of instruction page, OHP of warmer/prediction page; map of Mediterranean

## ANTICIPATED PROBLEMS AND SOLUTIONS:

This lesson should only be done after the introduction of past simple and, possibly, other past forms. Any vocabulary problems can be dealt with afterwards, as potentially-new words are presented in context. (i.e. spinning / steadily, etc.)

For classes with five to eight students, the teacher will have to sit in with the groups during the second group stage.

## DESCRIPTION OF ACTIVITIES:

**Introduction:**

1. Establish the context. Use the Vocabulary OHP to elicit predictions of what the story is about. (Note: most students know this story in Arabic, but may have forgotten all but the broad details)

2. Explain that the students are going to read about Icarus and Daedalus. The reading text itself has been divided in three parts, A, B, and C. The class will, therefore, also be divided into three initial groups, with each group will having Part A, Part B or Part C.

**Group Stage 1:**

3. The aim of this stage is for students to read, in collaboration with other students, the section of the story which they have been given to read, and to make notes about it.

4. The original texts will then be collected by the teacher. The students will have to rely on their memories and notes to recount the story during the next stage.

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# THE FIRST FLIGHT

Emmet Thomas Norris, AAMC



**Group Stage 2:**

5. Students will be divided up again; this time into groups of three. Each group will have a member from the original A, B, and C group.
6. In these new groups, the students should recite their portion of the story from their notes. The other team members will listen, take notes, and ask questions until they are satisfied that they have all the information.
7. The groups will then be asked to report back. The teacher can draw a mind-map of the characters and events on the whiteboard.
8. Vocabulary problems from the texts can now be dealt with.

**Extensions:**

9. The students are asked to recite stories from their own experience/memory: i.e. Juha stories, etc.
10. The students are asked to interview a family-member about traditional stories which they can remember from their childhood, and then to make a presentation and write a report on these.

## TEACHER COMMENTS:

1. The optimal class size is in multiples of three, but a little bit of juggling [combining two groups, or with the teacher sitting with one group] makes it feasible for all class sizes over three. It works best with 9 or 12 students.
2. It works well because the story is one which the students know, and because it leads to the recounting of their own experiences or the experiences of close family members.

# Stories 1: Introduction.

## PREDICTING INFORMATION

Look at the words below.

Can you think of a way to use all of these words to tell a story you know?

What is that story about?

The First Flight:

feathers

flight

Crete

ancient

wings

drown

saddened

king

prisoner

son

father

# 20 THE FIRST FLIGHT

Emmet Thomas Norris, AAMC

CHAPTER TWENTY

THIS LESSON IS SUITABLE FOR CD & HD STUDENTS

Daedalus and Icarus:

**What to do:**

1. The story is in three parts (A, B, and C).
2. Everybody will get one part of the story. The idea is to read the story and to make notes of what you read.
3. The notes are important because, in this part we will split into groups. Each group will have somebody who has read A, B, and C. In other words, every person in the group will have read one part of the story.
4. The idea, now, is to explain to the others in your new groups what you read earlier. You have to do this using your notes only.
5. When you are finished, you should be able to tell me all the story in your own words.

Text A:

About one hundred miles south of the Greek mainland lies the island of Crete. A king called Minos once ruled this ancient mountainous land. He had a great navy, a large army, and so much money that he could buy almost anything he wanted. He was, however, cruel and once he had something, he never let it go. No one knew this better than the famous architect Daedalus.

Daedalus had been brought to Crete by Minos, to build some large buildings. Minos had been so delighted by the architect's work that he wanted him to remain on the island and not work for anyone else.

As Crete was an island, Minos found it easy to keep Daedalus a prisoner. He simply refused to allow any ships visiting to let the architect on board. Daedalus was, however, not the type of person who could easily settle down. When he saw that he could not get away by ship, he turned his talents to working out some other means of escape.

Fortunately, King Minos did not visit the well-equipped workshop he had given Daedalus. If he had, he would have seen an unusual sight. The whole place was covered with feathers. There were feathers of all shapes and sizes, some thrown down as if they had just been brought in, others sorted onto neat and tidy piles.

Text B

Normally, the work of sorting the feathers was done by Icarus. Icarus was Daedalus's only son. Daedalus was building wings to escape from the island as he had realized that the only way to leave was by flying off. He had studied the flight of birds for years and then designed the wings based on his observations. He planned to use wood for the frame, feathers to allow flight, and wax and glue to tie everything together.

Icarus, his son, did not dislike living in Greece, but he wanted to go with his father wherever he went. He also wanted to fly. As it happens, the wings took a long time -almost two years- to finish. When finished, there were two pairs of wings; one enormous one for Daedalus, and a smaller one for Icarus. The workshop where Daedalus worked was at the top of a high tower. This was the area from which he hoped to fly.

Early one morning, they climbed to the roof of the workshop and strapped the wings on. Daedalus warned Icarus about flying and about these wings. He told Icarus to fly a middle path. If Icarus flew too close to the water, said Daedalus, the feathers in his wings would get wet and heavy and he would drown. On the other hand, if he flew too high the sun would melt the wax and the wings would break apart and he would fall into the water and die.

Text C

They started to fly and, of course, Icarus started to enjoy flying. Daedalus flew steadily along, but Icarus was enjoying the experience too much to be so careful. He started to climb higher and higher, saying to himself all the time, "Look at me, look at me. No human has ever been this high". He could see his father disappearing in the distance. Daedalus noticed what was happening, and started shouting at his son to come back. Icarus did not hear him over the roaring of the wind. It was, in any case, too late. Daedalus saw how Icarus, now no more than a black spot in the distance, started to fall. He fell, spinning around, headfirst into the water and, by the time Daedalus had gotten back to the spot where Icarus had disappeared, there was nothing to be seen. Icarus was gone.

Daedalus eventually reached land, exhausted and very sad. He refused to ever tell people about the secret of flight. He thought it was too dangerous for people to know. We, however, have never forgotten the story of Icarus. The sea into which he plunged headfirst was named after him. For centuries, it was called the Icarian Sea. Today we know this sea as the Aegean Sea.

# THE SECRET SHOPPER

Bernie Roy, DWC



## AIM OF LESSON:

To incorporate recently learned customer relations concepts into a practical, real life student centered learning experience.

### Overview:

The 'Secret Shopper' learning experience includes various phases that expose the student to the different levels of customer service offered here, in UAE. At each phase, the student will be able to relate the real life experiences to the theory that was covered in the classroom environment.

## MATERIALS AND FACILITIES NEEDED:

- Computer
- Telephone
- Organise a field trip

## ANTICIPATED PROBLEMS & SOLUTIONS:

The major problem may lie in how well the students define 'good' or 'poor' customer service. I suggest discussing with students what the differences are to define poor, satisfactory or excellent customer service in a variety of industries and services.

## DESCRIPTION OF ACTIVITIES:

There are four basic phases to the exercise.

### PHASE ONE

**Objective:** To assess the customer service experience in a controlled environment - specifically, within their own college.

# THE SECRET SHOPPER

Bernie Roy, DWC

THIS LESSON IS BEST SUITED FOR CO3 OR HO3

**WORK PLAN:**

Using their own college as a reference source, the students will assess the customer service levels in various departments within the college:

- Student Services
- Academic Services
- Career Centre
- Other departments, if applicable

**STUDENT ACTIVITY:**

1. Have the students design a Customer Service Evaluation Form.
   - See file reference (draft of evaluation form).
2. Send them out into the college to conduct their Customer Service Evaluations.
3. The students then return to the classroom and summarize their findings.
   - See file reference (Survey Results)
4. Review the findings with the students.
5. Have the students write a one or two page report on what they think of the level of the Customer Service in their college.
   - Cover Page
   - How many surveys were conducted?
   - What were the summary findings?
     - Good or poor customer service?
     - What could be done to improve the customer service?

**PHASE TWO**

**Objective:** To assess customer service experience in a real life environment while using telephone services.

**WORK PLAN:**

Using the telephone as the medium to contact the public, have the students conduct random telephone inquiries all the while assessing the level of customer service provided by these corporations.

**STUDENT ACTIVITY:**

Follow all the directives as per the file "Telephone Shopper Program"

## PHASE THREE

**Objective:** To assess customer service experience in a real life environment while shopping in various locations throughout the UAE.

**WORK PLAN:**

While shopping in various locations in the UAE, the students will use pre-designed evaluation forms to assess the level of customer service provided by various retailers.

**STUDENT ACTIVITY:**

Take the students on a field trip. Using their Customer Service Evaluation Forms, allow them to go and conduct Secret Shopper trips in various stores.

## PHASE FOUR

**Objective:** To critically evaluate the level of customer service that the students found while doing their secret shopping exercise and write a report recommending various strategies to improve the service.

**WORK PLAN:**

The students will write a report which will assess what they observed while out shopping in the market place and then write a training program which would incorporate various training techniques that would improve the level of customer service in these retail outlets.

**STUDENT ACTIVITY:**

Write a report including the following:

- Cover page
- Overview of project
- Summary of Customer Service Findings
- Examples of good and poor Customer Service
- Two Specific Examples of Customer Visits - Poor Service
  - Name of the store
  - Layout of the store
  - What was asked?
  - How you were greeted?
  - What, specifically, did you ask?
  - What, specifically, was replied?
- Training Program
  - Write a training program for one of the stores that was mentioned as providing poor customer service
  - Cover Page
  - Duration of training
  - Outline of training
  - Details of training program - step by step

## ALTERNATIVE WAYS TO USE THE LESSON:

Have them write a report on Customer Service levels from various personal experiences that they have had:

- shopping with family
- going on vacation
- from their teachers

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## SECRET SHOPPER PROGRAM

This is the first exercise in the Secret Shopper Program.

You are required to select 5 companies in the phone book. You must not select companies that you already know, but rather just take any company in the yellow pages. We call this "Random Selection".

The attached form must be completed as required.

Here are the three points that must be covered:

1) How they answered the telephone?

2) Did they answer your question?

3) Were they polite?

Fill in the form and we shall evaluate the Telephone Customer Service results in class.

Due Date : _____

## TELEPHONE SECRET SHOPPER EXERCISE

### Company 1

Name of Company : _____

**Point 1 :**

Did they answer the telephone properly. This means clearly naming the company and then offering service - could be in Arabic or English.

Example: Good morning ABC Company, how can I help you?
ABC Company. How can I direct your call?

**Evaluation:**

Poor _____ Average _____ Very Good _____

**Point 2 :**

Did they answer your question properly?

Question to ask: What are your hours of business?

The response must be quite clear to you. Especially that they mention the hours for the weekend.

Poor _____ Average _____ Very Good _____

**Point 3:**

Were they polite? Note that maybe they covered point one and two very well but they were not polite about it. Being efficient and giving overall customer service are two different things.

Poor _____ Average _____ Very Good _____

## ANALYSIS OF DATA:

You have completed the Secret Shopper Telephone survey and have recorded all of the data on a spreadsheet.

This is only data. We must now change this into meaningful information. What does all this information tell us?

Prepare a report to the President of your company explaining what you have found from this data.

**Details:**

Customer Service Training Company

President: Miss Mary Wright

The report should be one to two pages. Must be written in a professional manner.

It should include items such as :

- Summary of the information
- The percentage results from the study
- Is this good or poor customer service?
- Was the sampling large enough?
- Was it unbiased? - Did we choose only the companies we know and like?
- Was it accurately done?
- Is the data reliable?
- What should we do with this information if we are a Training Company that specializes in Customer Service Training?

Any other information you can provide for this report will be valuable.

The report is due on : _____

# 21 THE SECRET SHOPPER

Bernie Roy, DWC

CHAPTER TWENTY ONE — THIS LESSON IS BEST SUITED FOR CD3 OR HD3

## CURIOSITY

Secret Shopper: _____

Name of Shop: _____

Date: _____ Time: _____

Product / Service: _____

_____

### FIRST IMPRESSION

Display Neat Clean:

Atmosphere:

Comment:_____

### GREETING

| | | |
|---|---|---|
| Eye Contact | ☐ Y | ☐ N |
| Smile | ☐ Y | ☐ N |
| Gave Full Attention | ☐ Y | ☐ N |
| Quick Service | ☐ Y | ☐ N |

Overall Friendly

Dress /Look

# THE SECRET SHOPPER

Bernie Roy, DWC



THIS LESSON IS BEST SUITED FOR CD3 OR HD3

## TRANSACTION

Knows Their Products

Got What I want

Comment:_____

Quick Service

Quality

Comment:_____

## MONEY TRANSACTION

Eye Contact: ☐ Y ☐ N

Counted Cash ☐ Y ☐ N

Receipt ☐ Y ☐ N

Eye Contact Leaving ☐ Y ☐ N

## FINAL GREETING

Final Greeting ☐ Y ☐ N

Eye Contact ☐ Y ☐ N

Smile ☐ Y ☐ N

# 21 THE SECRET SHOPPER

Bernie Roy, DWC

CHAPTER TWENTY ONE

This lesson is Best suited for CD3 or HD3

General Comments

_____

_____

_____

_____

What took Place:

_____

## Sample Results Form:

| Student Name | Company | Point #1 | | | Point #2 | | | Point #3 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Poor | Avg. | VGood | Poor | Avg. | VGood | Poor | Avg. | VGood |
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**TOTAL PAGE 1**

# V O C A B U L A R Y 22

Sam Fatima, ADWC

THIS LESSON IS SUITED FOR UPPER ELEMENTARY TO ADVANCED STUDENTS | CHAPTER TWENTY TWO

## AIM:

To introduce and practice the skill of deducing the meaning of unfamiliar lexis from context.

## SUB AIMS:

- To give students practice at skimming a text.
- To give students extra practice with word forms.

## ASSUMPTIONS:

Students have already been introduced to the forms twice and are ready to practice it.

## ANTICIPATED DIFFICULTIES/SOLUTIONS:

1. That several of the students will try and distract the others by changing the topic.

*Solution:* Try and channel any discussions into talking about the topic of the lesson.

2. Students will have difficulty with the referencing and vocabulary questions.

*Solution:* Ask students to work in pairs to share ideas.

## MATERIALS NEEDED:

OHP, photocopies, whiteboard markers, whiteboard, two pictures.

## DESCRIPTION OF ACTIVITIES:

* Note: The vocabulary exercise that I am introducing in this lesson plan is usually done with intermediate-level students and, therefore, I don't give the students multiple-choice options or answers. I have the students deduce meaning and infer without giving them answer options. I introduce the concept of deducing meaning of unfamiliar vocabulary from context and, therefore give the students a choice of answers, so as to facilitate learning rather than impede it.

# 22 VOCABULARY

Sam Fatima, ADWC

CHAPTER TWENTY TWO | THIS LESSON IS SUITED FOR UPPER ELEMENTARY TO ADVANCED STUDENTS

Warm up:

For Ss to become familiar with the aim of the lesson, T presents two pictures related to the reading text they are teaching.

Match the pictures with concepts from the text and conceptually apply it to the reading lessons.

First task :

Ask students to deduce meaning of words from different contexts. The teacher distributes vocabulary sheets related to the texts. Students should deduce meaning from contextual clues.

The teacher should ask students to copy the contextual clue next to the new vocabulary word in their notebooks. Next, ask students to share their answers with one another.

It is at this point that the teacher elicits information about the reading, thus allowing the Ss time to speculate.

Next, create interest by introducing the topic of the reading. Ask the students to choose a title for the reading.

- Ask students to read the text in pairs.
- Next, ask the students to read the text as a whole class.
- Ask pairs of students to create 5 true and 5 false statements about the reading text.
- Ask students to give other groups their self-made tests.
- Ask each group to put their best question on the board.
- Ask students to copy the true and false questions under the text. Ask students to answer the questions. Check the students comprehension as a group. If time permits have a post reading discussion for content.

# ARABISATION: AN INTEGRATED SKILLS LESSON

Maureen Szulczewski, DWC

23

THIS LESSON IS BEST SUITED FOR CD STUDENTS



## AIM OF LESSON:

To give students the opportunity to practise reading, listening, speaking and writing skills.

## MATERIALS NEEDED:

Situational Tasks

Articles from newspapers about the countries being discussed

## ANTICIPATED PROBLEMS & SOLUTIONS:

**Problem:** The whole, or each part, of the lesson could take longer than anticipated.

**Solution:** You may wish to create readings as a homework task, and start the lesson from the meeting/presentation. A written report could also be done as a homework activity.

## DESCRIPTION OF ACTIVITY OR LESSON:

Explain scenario to students:

*You are part of a GCC task force set up to look into the issue of Arabisation in the GCC countries.*

*You will attend a meeting of your counterparts from the UAE, Oman, Saudi Arabia and Bahrain in order to compare experiences.*

*Before the meeting, you will do some background reading and prepare a short presentation on the situation in your country.*

*At the meeting you will make notes on progress and problems in other countries.*

*After the meeting, you will use your reading, discussion and notes to write a brief report on "The problems of Arabisation in the GCC and some proposed solutions".*

Or

# ARABISATION: AN INTEGRATED SKILLS LESSON

Maureen Szulczewski, DWC

THIS LESSON IS BEST SUITED FOR CD STUDENTS

**Task**

*You are part of a GCC task force, set up look into the issue of Arabisation in the GCC countries.*

*You will attend a meeting of your counterparts from the UAE, Oman, Saudi Arabia and Bahrain in order to compare experiences. Before the meeting you will do some background reading to prepare yourself to give a brief summary of the situation in your own country. At the meeting you will make notes on problems and progress in other countries.*

*At the end of the meeting you will use your reading and notes to write a brief report on "The problems of Arabisation in the GCC and some proposed solutions."*

## PROCEDURE:

- The students are divided into four groups, representing UAE, Oman, Bahrain or Saudi Arabia.
- Each student makes a short presentation to the group on the status of Arabisation in her country; while the other students listen and make notes.
- The group discusses and compares experiences and make notes.
- The students return to their original groups and discuss findings.
- The students use their findings, plus information from newspaper readings, to write a report.

## TEACHER COMMENTS:

You would need a class of at least 16 students for this lesson to work well. Depending on how much time you have available, and how much interest students show, the tasks can be done as they are or made much more complex/detailed. For example, you could ask the students to do further research on the country they are assigned to represent; this presentation could be an informal 3-minute summary or a 20-minute *PowerPoint* presentation; the report could be 2-3 pages long or a fully-fledged project.

# AN ALTERNATIVE CINDERELLA

J. M. Lamb, RKW

24

THIS LESSON IS BEST SUITED FOR HD BUSINESS

CHAPTER TWENTY FOUR

## AIM OF LESSON:

To further improve the listening, writing and speaking skills of the students.

## MATERIALS NEEDED:

Cassette tape from 'Think First Certificate' [course book] Jon Laughton. Longman. Unit 4. Page 44.

## DESCRIPTION OF ACTIVITIES:

1. **Introduction : Discussion**

   a) Recap the story of Cinderella; are there different versions from different places?

   b) Why do you think the word 'alternative' is used in the title?

   c) Where else have you seen or heard the term 'alternative'?

2. **Listening and note taking**

   a) Play the tape only once. The students take notes as they listen.

3. **Writing**

   a) In groups of two, three, or four, the students recreate the story, using their notes.

   b) Edit and proof-read the final copy.

4. **Speaking**

   a) One speaker from each group reads the final copy.

   b) The students imagine Cinderella in a Middle Eastern setting, and discuss what changes they would make to the story.

   c) The students discuss the differences and similarities between the traditional Cinderella story and this business-minded Cinderella.

5. **Further assignments.**

   a) The students type their versions of the story.

   b) The students then exchange copies for peer editing.

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# AN ALTERNATIVE CINDERELLA

J.M. Lamb, RKW



## ALTERNATIVE WAYS TO USE THE LESSON:

### 3. Comprehension and writing task

a) Students use notes to answer the following questions:

1. What did the three sisters each do for a living?
2. Why did Cinderella enter the magazine competition?
3. According to the newspapers, why was there going to be a ball?
4. How did Cinderella find out she had won the competition?
5. What were the prizes,and what conditions did she have to agree to?
6. On the night of the ball, how was Cinderella dressed, and how did she get to the palace?
7. What did Cinderella notice about the palace and the staff?
8. Why had the king organised the ball?
9. What advice did Cinderella offer?
10. Give three examples to show that Cinderella had 'a good head for business'.
11. Give an example of a promotional tool that was used in the story.
12. What do you think happened after midnight?

b) Complete the conclusion: "The next day, the newspapers were full of the big story about the prince and the mysterious woman...".

### 4. Speaking

a) Brainstorming: Discuss and list ideas and suggestions that would help the bankrupt king and prince.

### 5. Further writing assignments

a) Discuss the similarities and differences between the traditional Cinderella story, and this business minded Cinderella.

b) If you were appointed as the palace financial advisor, what suggestions and changes would you recommend?

# BARRIERS TO COMMUNICATION

Anne O'Driscoll, DWC

25

THIS LESSON IS SUITABLE FOR ALL LEVELS

CHAPTER TWENTY FIVE

## AIM OF LESSON:

To demonstrate barriers to communication.

## MATERIALS NEEDED:

A set of Cuisenaire Rods.

## ANTICIPATED PROBLEMS & SOLUTIONS:

The room needs to be arranged so that all participants can see well and hear well so the task is not interrupted.

## DESCRIPTION OF ACTIVITIES:

- At the front of the room, place two chairs back-to-back, and put a table in front of each chair.
- Ask for two learners to be volunteers, A and B. Ask them to come to the front and to sit back-to-back.
- Place a variety of Cuisenaire rods on the table in front of A. Tell B not to turn around to look at A's table.
- Tell A to construct a model with the rods (but not so complex that it falls down). Ask B to wait a few minutes.
- When the model has been constructed, ask A to tell B how to make the same model. B can ask for clarification but should not look round.
- When they have finished, ask them to stand up carefully and look at each other's model (this almost always results in big differences between the models).
- Ask the class for feedback about the communication which took place. Elicit barriers to communication such as:
  - Student B could not see what student A was doing.
  - The instructions were unclear.
  - An unfamiliar register was used, e.g. the blue rod should be perpendicular...
  - The language used was too advanced.
  - There was no follow-up to check if the instructions had been understood.
  - The instructions were given quickly, the pace was too fast, etc.

# BARRIERS TO COMMUNICATION

Anne O'Driscoll, DWC

THIS LESSON IS SUITABLE FOR ALL LEVELS

Elicit from the class how to give and receive good communication:

- Give clear instructions.
- Speak slowly and clearly.
- Ensure the receiver has understood.
- Use appropriate language, etc.
- Don't use jargon unless it is appropriate for the situation.

## ALTERNATIVE WAYS TO USE THE LESSON:

This lesson can be used in many situations as an introduction to a course. Below are just a few examples.

Telephone Skills – to show the importance of giving a clear message.

Effective Meetings – to show the importance of getting the right message across.

Giving Instructions – to show how instructions can be misinterpreted.

Teacher Training – to show how language must be pitched at the right level.

Technical English – to show the appropriateness or inappropriateness of jargon.

## TEACHER COMMENTS:

This lesson can be used in a variety of teaching and training sessions as shown above. It has been used with a wide range of learners from beginners of English for General Purposes to advanced ESP learners as well as in-company language training. It is a highly effective lesson and requires the minimum of preparation. Learners find it highly motivating and often comment that the task is challenging even in their own first language.

# READING / WRITING

Nâne Lionnet, DWC

26

THIS LESSON IS BEST SUITED FOR CD 1 TERM 3 / 4

CHAPTER TWENTY SIX

## AIM OF LESSON:

- To develop the students' reading skills (skimming / scanning).
- To develop the students' writing skills (letter writing).
- To consolidate the use of "going to" and the present continuous, when writing about future plans.
- To transfer information from a text to a table.
- To familiarise students with an authentic text and the genre of brochures.

## MATERIALS NEEDED:

See the attachment.

## ANTICIPATED PROBLEMS & SOLUTIONS:

**Problem:** The students will want to understand every word in the text.

**Solution:** The questions indicate that only place names / site names are needed.

**Problem:** The students will want to include everything listed in the brochure when writing about their trip.

**Solution:** Indicate to the students, beforehand, that they need to be selective and to do only one or two things a day.

**Problem:** The students will not be familiar with the genre of brochures.

**Solution:** Elicit the genre and purpose of the text before moving on to the reading exercises.

## DESCRIPTION OF ACTIVITIES:

### Stage 1: Pre-Reading

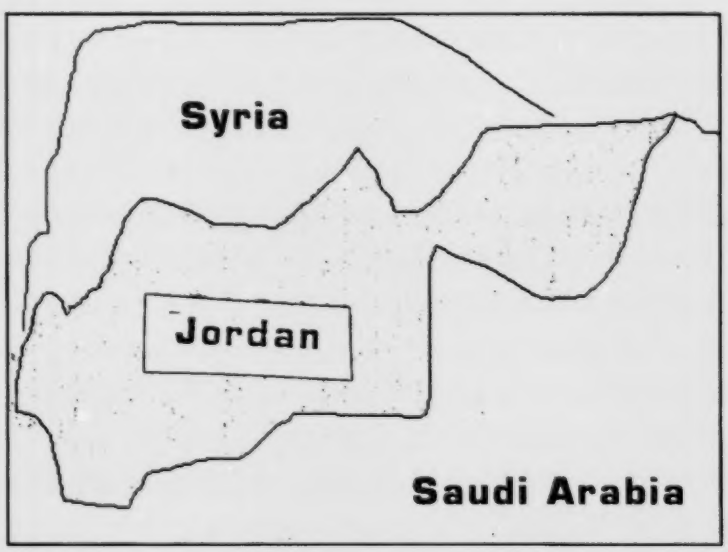
The students discuss the country represented on the map (Jordan) and match the pictures with titles.

## Stage 2: Reading

1. The students read the text and underline names of cities in Jordan. The instructor should check that the students realise that these will start with a capital letter.
2. The students read the text again, and trace the route (on a map) proposed in the text.
3. The students fill in a table with information from the text.
4. Using information from the table, and questions posed on the work sheet, the students write a letter to a friend about a trip they are planning to have in Jordan.

## Stage 3: Post-Reading

1. The students tell each other about their trip to see if they can match up with anyone and travel together.
2. Each student provides feedback to the class to see if they have found a partner.



# PROBLEM-SOLUTION: AN EXAMPLE WITH GANDHI

Cheri MacLeod, DWC

27

THIS LESSON IS BEST SUITED FOR HD STUDENTS

CHAPTER TWENTY SEVEN

## AIM OF LESSON:

To help students use the life of Gandhi as a model to identify the pattern of situation / problem / solution.

## MATERIALS NEEDED:

A copy of the film Gandhi, a simple quiz on Gandhi and India, handouts on the film and for students to take notes on (attached), access to the Internet.

## ANTICIPATED PROBLEMS & SOLUTIONS:

If you do not have a copy of the film, this is not an insurmountable problem as long as you have information about Gandhi's life and the social issues of his time. This could be provided, or researched by the students using books or the Internet if you want to make this into a larger project. The Internet is a very rich source of information on Gandhi, and there are many private and Indian Government sponsored biographical sites, timelines and photo galleries available (Yahoo search: Mohandas Gandhi).

If you are short of time the entire film does not need to be shown, as there are many good scenes that could be extracted.

## DESCRIPTION OF ACTIVITIES:

- The students are given a very simple quiz on their background knowledge of India and of Gandhi. This is to bring out their background knowledge (if any), or to provide a context if they do not know whom Gandhi is (sample attached). It also heightens interest.
- Show some pictures (from books or project, some from the Internet) of Gandhi at the different stages of his life.
- Ask the students to brainstorm (class activity) what they know about India and the problems it faces at this time. In my class we did this along with a unit in 'Making Connections Book 1' called "In the News" which is about the problems of Third World countries. At this point in the course, we were also studying problem/solution writing.
- Give the students the handout on the film and the note-taking sheet. Give them a few minutes to read the introduction to the film, and then explain what you want them to take notes on. Point out that they will have to discuss and write about some of their points later, so taking notes is necessary.

# PROBLEM-SOLUTION: AN EXAMPLE WITH GANDHI

Cheri MacLeod, DWC

THIS LESSON IS BEST SUITED FOR HD STUDENTS

- Watch the film. The students take notes. If desired, stop the film occasionally to check comprehension, to answer questions or to discuss it.
- Put the students into groups to discuss the situations/problems/solutions/evaluations that they have noted. Ask them to also discuss their opinions of Gandhi's solutions. This discussion might take some time if students have chosen different situations.
- Put students into pairs. Ask them to write about two situations in the situation/problem/solution/evaluation pattern.
- The students hand in the writing for comments which they can use to redraft.
- As an enjoyable follow-up, ask students to do an online quiz about Gandhi. This can be done individually, or as a team contest, since the site below gives immediate score results.

http://library.thinkquest.org/26523/mailfiles/quiz1/htm

## ALTERNATIVE WAYS TO USE THE LESSON:

- Focus on listening comprehension. Ask the students to fill in a timeline, or chart, with biographical data about Gandhi.
- Focus on discussion. Ask the students to discuss the problems that colonialism created that can still be seen today in Third World countries or, more specifically, in Burkino Faso, Mexico and Haiti.
- Sequence writing. Ask the students to fill in a time line, and then write a biography of Gandhi. Encourage them to do additional research, to fill in any details they did not get while watching the film.
- Make this into a larger unit on leadership. Sheik Zayed Bin Sultan Al Nahayan is another leader who is often quoted in the news as one who favours peaceful solution to problems. Students can research others as well (e.g. Martin Luther King, Nelson Mandela, etc.) noted for their leadership or ideals (current or historical).

# PROBLEM-SOLUTION: AN EXAMPLE WITH GANDHI

Cheri MacLeod, DWC

27

THIS LESSON IS BEST SUITED FOR HD STUDENTS



## TEACHER COMMENTS:

Film viewing could be done with any size class, but small groups or pairs are better for discussion, research, Internet searches and writing stages of this lesson.

**GANDHI**

Directed by:
Sir Richard Attenborough (1982)

Actors:
Ben Kingsley, Edward Fox, Candice Bergen, Martin Sheen, John Geilgud, John Mills, Rohini Hattangady, Trevor Howard

| SITUATION<br>- describe the situation | PROBLEM<br>- why is this situation a problem/who is this situation a problem for? | SOLUTION<br>- what does Gandhi choose to do to solve the problem? | EVALUATION<br>- what do you think about Gandhi's actions? Is he successful? What can you suggest as another solution? |
|---|---|---|---|
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# 27 PROBLEM-SOLUTION: AN EXAMPLE WITH GANDHI

Cheri MacLeod, DWC

CHAPTER TWENTY SEVEN | THIS LESSON IS BEST SUITED FOR HD STUDENTS

**GANDHI**

Directed by:
Sir Richard Attenborough (1982)

Actors:
Ben Kingsley, Edward Fox, Candice Bergen, Martin Sheen, John Geilgud, John Mills, Rohini Hattangady, Trevor Howard

This biography of Mohandas Karamchand Gandhi (Mahatma Gandhi), the "Great Soul" of India, begins in South Africa, where Gandhi is a lawyer. He campaigns to gain civil rights for Indians but, because of his colour, he is unable to do as much as he hoped. When he later returns to India he is shocked to find that the British have made Indians second-class citizens in their own country. Gandhi decides to change the system, and develops his ideas of nonviolent protest. The British do not like his methods or his philosophy, and jail him. After many confrontations with the British, Gandhi becomes a major political figure in the negotiations for an independent India. Tragically, in the end, Gandhi is assassinated.

This film tells the history of an incredible world leader. It is a true story that includes many topics to discuss further: poverty, culture, civil and human rights, imperialism, colonialism, India, South Africa, world history and leadership style.

Film outline adapted from: Law, Johnathan (Ed.) (1998). Cassell Companion to Cinema. London: Cassell.

**What do you know?**

Who was Mohandas Gandhi? When did he live? (1869- 1948) Why is he famous?

When did India become independent? (1947)

Which country controlled India before it became independent? (Great Britain)

How did this country gain control of India? (Through the British East India Co. which was formed in 1600)

What are the major religions of India? (Islam, Hinduism, Buddhism, Christianity)

When did India divide into India and Pakistan? (1947)

When did Pakistan divide into Pakistan and Bangladesh? (1971)

**OHP:**

**WHAT DO YOU KNOW?**

Who was Mohandas Gandhi?

When did he live?

Why is he famous?

When did India become independent?

Which country controlled India before it became independent?

How did this country gain control of India?

What are the major religions of India?

When did India divide into India and Pakistan?

When did Pakistan divide into Pakistan and Bangladesh?

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# R E A D I N G

Sam Fatima, ADWC and Lori Elizabeth Brandin, UAEU

28

THIS LESSON IS BEST SUITED FOR PRE INTERMEDIATE LEVEL

CHAPTER TWENTY EIGHT

## AIM OF LESSON:

To improve students' skimming and scanning skills.

## RATIONALE AND IDEAS FOR HOW TO APPROACH READING IN THE EFL CLASSROOM:

Harmer (1991) explains that a reader uses many specialist skills when reading. These are:

1. Predictive skills: A good reader makes a lot of guesswork about what happens next when reading a text. These predictions change and progress accordingly, as he or she reads.

2. Extracting specific information: A reader reads headlines in the newspaper, and chooses what is interesting to read. For example, the TV schedule, looking for movie times. This skill is called 'scanning'.

3. Getting the general picture: A newspaper reader sometimes doesn't have the time to read the whole article so, instead, reads quickly to get the general idea of the articles. This skill is called 'skimming'.

4. Extracting detailed information: A reader also reads in detail. This skill helps readers to understand the text better and to answer questions, such as, 'How many?' and 'How often?' or, perhaps, even more detailed questions such as, 'What is the purpose of this text?', or 'What is the writer's attitude?'. Reading in detail is an important skill which we use in everyday life such as when we read quesionnaires or a manual for programming a VCR.

5. Recognizing function and discourse patterns: There are a lot of 'word markers' that writers use in their texts, such as appositives, punctuation marks, or contrast words. These markers help the reader to understand the text better. These markers are known to native speakers, but must be taught to L2 learners. Learners should be aware of markers which help them to understand the text better.

6. Deducing meaning from context: This is an important skill. Trying to determine the meaning of words that learners don't know helps them to understand the text better and more clearly. I always say to my students that a text is like a picture --for instance, a picture of an aircraft. There are parts missing from this picture. These parts represent the unfamiliar words that they don't know. Learners are still able to guess the missing parts by looking around them; for instance, when looking at the picture of an aircraft which is missing part of a wing or a wheel. The learners still can guess that it is an aircraft. They can deduce the meaning of the unfamiliar words by looking around them.

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# 28 READING

Sam Fatima, ADWC and Lori Elizabeth Brandin, UAEU

CHAPTER TWENTY EIGHT | THIS LESSON IS BEST SUITED FOR PRE INTERMEDIATE LEVEL

## EFFECTIVE AND INEFFECTIVE READERS:

I believe there are certain skills that an effective reader should have:

- A clear purpose for reading.
- An ability to focus upon understanding the meaning of the text rather than the meaning of the individual words.
- An ability to use their own knowledge of the topic being read.
- An ability to practice predicting while reading.
- An ability to recognize, and to distinguish, facts from opinions.
- An ability to identify topic sentences.
- An ability to deduce the meaning of unfamiliar lexis from context.
- An awareness of implicit and explicit relationships between sentences and paragraphs.
- An awareness of cohesion and reference.

As stated earlier, there are two main reasons for reading: for information and for pleasure. In addition to the above-mentioned skills for effective reading, the following sub-skills are also important and should be used for maximum effect when reading.

- Skimming for general meaning.
- Scanning for information we need to find.
- Extracting the main points.
- Comprehending in detail.
- Making inferences: attitudes, opinions and implications.
- Evaluating: what has been learned from reading.

On the other hand, in my opinion, ineffective readers can be described as those that read word for word and focus on each individual words rather than a whole sentence, paragraph or text. They tend to check the dictionary each time they find new words, rather than learn the meaning in context. Ineffective readers tend to lack interest or knowledge of the text and are generally unable to make predictions.

# R E A D I N G

Sam Fatima, ADWC and Lori Elizabeth Brandin, UAEU

28

THIS LESSON IS BEST SUITED FOR PRE INTERMEDIATE LEVEL

CHAPTER TWENTY EIGHT

## I. Reading Approaches:

Many theories have been developed to explain how students understand reading texts. I introduce the following three theories, because I think they are well-known and usable in the classroom.

### SENSITIZING

The purpose of this is to develop strategies for students to be able to cope with unfamiliar lexis and complicated sentences and to aid students with their difficulties to help them from becoming discouraged.

#### Inference:

'Inferring' means to guess the meaning of unfamiliar elements or words by looking at the context, using logic and cultural clues. Students should be encouraged to practice inferring unfamiliar words from texts, rather than pre-teaching the words, or looking them up in the dictionary.

#### Understanding relations within the sentence:

Sometimes, not understanding unknown elements is due to not understanding some sentence structures. To avoid this, students should be asked in an early stage of L2 learning to underline subjects and verbs. This helps students to understand sentences better.

#### Linking sentences and ideas:

Students need to be prepared by teachers to learn to recognize the various devices that are used to create textual cohesion. Students should also be taught the use of reference and link words. The web of ideas in texts are linked by reference (contrast, appositive parallelism, use of synonymy, etc.). Exercises, such as categorizing unfamiliar words like nouns, verbs and adjectives, can help the students to locate a word within the text. Giving its meaning can help students recognize the use of references. Completing texts with missing link words and transforming sentences into a coherent text using connectors can help students to understand the function of connectors.

## II. Reading Speed

Students who read slowly tend to become disinterested and discouraged. These learners tend to have problems with difficult words and a low comprehension of the

overall text. Nuttall (1996) describes the frustration resulting from slower reading, in her description of the "vicious cycle of the weak reader" (p.127). Readers who don't enjoy reading because it takes so much time, results in these learners reading less and less, and the cycle then continues. Nuttall suggests that, by increasing reading rates, the reader can get into the "virtuous cycle of the good reader" (p.127). By reading faster, the reader is encouraged to read more and, with more reading, comprehension improves. Suggested activities which can improve the reading speed are: timing and keeping a record to encourage a competitive edge to the activity. Comprehension questions should accompany the activities, as reading speed should not be developed at the expense of understanding meaning.

## III. Employing appropriate techniques:

Depending on the type, and purpose, for reading, learners have a variety of techniques available for their use. According to Grellet, this is an important fact to keep in mind when teaching reading comprehension. Teaching students these various techniques is aimed at helping them use the correct ones according to the type of reading being required of them at a given time. This will help students build confidence as they will not be wasting time reading unimportant information. The following techniques are essential for students to learn if they are to become successful readers.

'Skimming' is to read quickly, to get the gist. This requires an overall understanding of the text. This can be done by asking learners about main ideas of the text, or by asking students to give a title to the text.

Scanning is reading the details to locate specific information. This can be improved by asking students to look for information in a text, such as years, numbers, how many, or to locate the cheapest car in the classifieds for example.

'Predicting' is guessing what information comes next, which is an essential skill. This skill can be improved in reading by giving students unfinished stories and asking them to predict what happens next, or to predict the ending.

'Previewing' is a reading technique which uses the table of contents, appendices and headings in order to locate specific information. This technique can be improved by giving students sports magazines, for example, and asking them to find an article about, say, boxing.

'Anticipation' is wanting to know what comes next. Since students often have no choice in what is being read in class, the teacher must draw this feeling out of the students in the classroom. One way of encouraging students to think about a text is to present pictures and the title before reading, as well as discussing the content of the text amongst the class.

Sam Fatima, ADWC and Lori Elizabeth Brandin, UAEU



## PROBLEMS WITH READING:

Theorists have identified three main areas where students have problems in reading (Hayes,2000). The first one is a processing problem which has been identified as transferring reading strategies from Language (L1 to L2). Some proficient learners still struggle with this problem when reading in L2. The second problem is a language problem. Some learners encounter L1 interference when reading in L2, because reading in L2 is considered a different skill. The third problem has been identified as a short circuit problem. Students bring a lot of reading skills from L1, yet they are impeded by language competence. Students who don't know enough of the L1 language can't transfer skills that they have into L2. Gulf Arab culture is an oral culture. Many students tend to have poor reading skills in L1 which effects L2.

Students might have problems with understanding the meaning of a text, even when they know all or most of the lexis. This could be due to grammar or structure that is unfamiliar to the learners. Some examples would be using complex nouns in groups, using nominalization, subordination, parallel clauses or prepositional phrases. Such problems as these can be solved by practicing complex grammar structures to help students identify the individual parts and their combined meanings.

When students encounter many unfamiliar words in a text, the result can be a feeling of discouragement or lack of motivation on the students part. Therefore, texts should be selected carefully to enable students to understand them as a whole and to give students the chance to deduce the meaning of new words from context. Students should be taught to tackle these kinds of words to enable them to become more motivated. Understanding the following will help lead students to understand unfamiliar words in context.

- Make use of structural clauses, to establish the type of unfamiliar word represented (noun, adjective, adverb, verb) which helps students to understand the type of meaning this word gives.
- Understanding the meaning of affixes (prefixes and suffixes).
- Understanding compound words (adjectives and nouns).

## MATERIALS NEEDED:

- A newspaper article that is appropriate for the level of student being taught. OR
- An excerpt from a storybook or magazine. OR
- A text from the set curriculam for any field of study.

Sam Fatima, ADWC and Lori Elizabeth Brandin, UAEU



THIS LESSON IS BEST SUITED FOR PRE INTERMEDIATE LEVEL

## DESCRIPTION OF ACTIVITIES:

Sample idea of a plan that could be adapted for different courses and topics.

| STAGE, TIME & INTERACTION | AIMS OF STAGE | TEACHER ACTIVITY | STUDENT ACTIVITY | QUESTIONS & SENTENCES USED |
|---|---|---|---|---|
| 1.<br>Teacher (T) to Students (Ss)<br>Ss to T<br>2 min | set the scene and create interest | Ask Ss to look at a picture of an old man and ask them questions about the picture. | Answer the questions which have been asked. | How old is the old man?<br>Is he rich?<br>Where do you think he lives?<br>Does he live in the city?<br>What time of the year is this? (summer-winter) |
| 2.<br>T to Ss<br>1 min | Create interest | Tell Ss that this article is real and was taken from Seattle Times newspaper. | Listen | |
| 3.<br>T to S<br>6 min | | Ask students to read the article about the man and choose a title for the article (concept check). Tell students that they have 5 min | Listen to instruction. Read the article and choose a title. | |
| 4.<br>S to S<br>1 min | | Ask Ss to check in pairs. | Students check in pairs | |

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THIS LESSON IS BEST SUITED FOR PRE INTERMEDIATE LEVEL



| | | | | |
|---|---|---|---|---|
| 5.<br>Ss to T<br>1 min | Feedback. | Listen to students' answers | Answer out loud | |
| 6.<br>T to Ss<br>2 min | Comprehension questions | Ask students to answer T/F sentences about the article. | Students listen to instructions. Answer T/F sentences. | |
| 7.<br>S to S<br>1 min | Check answers | Ask students to check answers in pairs. | Check answers in pairs | |
| 8.<br>Ss to T<br>2 min | Feedback | Listen to students' answers | | |

# KEEPING TRACK OF YOUR LEARNING

Laila Hawker, DWC

29

THIS LESSON IS BEST SUITABLE FOR ALL LEVELS

CHAPTER TWENTY NINE

## AIM OF LESSON:

To help students understand what they learn inside and outside the classroom, by practising the Independent Learning Skills (ILS) of self-reflection and evaluation.

## MATERIALS NEEDED:

Paper and Pen/Pencil or Computer (with MS Word or Excel).

## ANTICIPATED PROBLEMS & SOLUTIONS:

Students generally do not distinguish between learning, doing, studying, and being taught. They also tend to have a problem with connecting learning to what goes on 'outside' the classroom. In other words, if it's not something they do in the classroom, then it is not learning! This means the teacher needs to spend some time with the students, helping them understand what we mean when we ask, 'What did you learn?' (acquisition of new knowledge). This takes some time, and students need to practice going through the process of self-reflection and evaluation a few times before they understand what they have to do, and feel comfortable doing it. With some feedback from the teacher, they should do just fine. Lower-level students may have problems answering the question due to a lack of vocabulary and difficulty using the simple past tense. Teachers must keep in mind that the objective of this lesson/activity is not to teach students how to use the simple past tense, how to write answers of this kind, or how to spell correctly, but to help students reflect on their learning experience. This means that students can express their answers in Arabic, English, or even draw a picture if that's all they can do, to answer the question in written form, as long as they reflect on their learning and discuss it with their teachers or peers.

## DESCRIPTION OF ACTIVITIES:

Ask the students the following two sets of questions:

Inside the classroom:

1. What did you learn in your _____ class today, yesterday, this week?
2. What do you think you need to practice more?

# 29 KEEPING TRACK OF YOUR LEARNING

Laila Hawker, DWC

CHAPTER TWENTY NINE

THIS LESSON IS BEST SUITABLE FOR ALL LEVELS

Outside the classroom (in your free time, in your break time, outside the college...):

1. What did you do today, yesterday, this week,... outside the classroom (in your free time, in your break time, outside the college...)?
2. What did you learn from what you did outside the classroom (in your free time, in your break time, outside the college...)?

After the students have answered these questions, go over their answers and help them with their reflection if you think they have misunderstood the questions. Students then use their answers in the future to reflect on what they have learned so far and what they need to work on next. By reviewing their answers, teachers will also get a better idea of what the students are learning and can identify gaps if any. This process also helps teachers plan their future lessons.

## ALTERNATIVE WAYS TO USE THE LESSON:

This is an on-going process of self-reflection and evaluation. This means the activity itself can be used in many different ways:

- in the classroom, as part of any subject, for example at the end of each period, the teacher allows 10 or 15 minutes of reflection on what the students learned during the period.
- as a continuous learning diary, where students keep track of their everyday learning no matter what the learning.
- when teaching students how to use the simple past tense.
- as an online project where students develop a database of their learning.
- by advisors.

## TEACHER COMMENTS:

The role of the teacher is crucial as a facilitator. The teacher needs be willing and able to help students, especially those in lower levels, understand the task and answer the questions appropriately. This can take some time. Depending on the level of the student, the teacher may need to spend anywhere between 5 to 15 minutes with each student.

## WHAT I LEARNED IN THE CLASSROOM

| Day & Date | Class Name/Subject | What did you LEARN? | What do you need to practice more? |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
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| | | | |

# KEEPING TRACK OF YOUR LEARNING

Laila Hawker, DWC

THIS LESSON IS BEST SUITABLE FOR ALL LEVELS

## WHAT I LEARNED OUTSIDE THE CLASSROOM

| Day & Date | What did you DO? | What did you LEARN? |
|---|---|---|
| | | |
| | | |
| | | |
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# ONLINE STUDENT GENERATED VOCABULARY GAMES

Lisa Barlow, UAE University

30

THIS LESSON IS BEST SUITED WITH INTERMEDIATE STUDENTS IN ANY FIELD

CHAPTER THIRTY

## AIM OF LESSON:

The main aim of the lesson is to increase student interest and autonomy in producing concise definitions that are readily recognizable to themselves and to their classmates. By writing their own definitions, the language becomes meaningful.

The second aim is for students to take their definitions and to produce four online games that everyone can access at any time.

The third aim is to give students a new, and sophisticated, online task that they can easily succeed in, thereby increasing their confidence in English and online literacy.

## MATERIALS NEEDED:

A set of vocabulary items related to current course work, and an online computer laboratory. You need to make a class e-mail account (you can make one at http://www.hotmail.com)

## ANTICIPATED PROBLEMS & SOLUTIONS:

**Problem 1:** The students may not be able to write short, concise, definitions.

**Solution 1:** They may work collaboratively, in pairs or small groups, to come up with better definitions. Or, if the students are working individually, then it may be better for them to collaborate with each other to discuss the validity of their definitions before producing their games.

## ALTERNATIVE WAYS TO USE THE LESSON:

(1) The students could be given different sets of vocabulary items to produce a class set of URLs for mid-term or final review.

(2) Instead of writing definitions for vocabulary items, the students could write collocations.

## TEACHER COMMENTS:

A class size of 20 or less is best since the exercise would involve a lot of teacher monitoring, the first time it is done. Students would need basic keyboarding skills, otherwise it would be slow-going and the Ss would feel they are not successful. Everyone in the lab just needs to relax and have fun!

# 30 ONLINE STUDENT GENERATED VOCABULARY GAMES

Lisa Barlow, UAE University

CHAPTER THIRTY

THIS LESSON IS BEST SUITED WITH INTERMEDIATE STUDENTS IN ANY FIELD

## DESCRIPTION OF ACTIVITIES:

Ask students to go to the Internet site: http://www.quia.com

### Create Your Account

### Part One:

Once students have entered the QUIA site, ask them to follow the directions below to create their own activities and/or sites. The directions for creating a page will be as follows:

| | |
|---|---|
| Start here | (introduction) |
| Register Now | (at bottom of page) |
| Username | (best to use your own name) |
| Password | (choose something students can remember) |
| Confirm password | (type same password as you did above) |
| Name | (type in your name) |
| Enter email Address | (your teacher will provide you with one) |
| Click Here | |

Your students are now registered with Quia!

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**Part Two:**

The next phase of the lesson involves the students creating their page and/or games. The students will need to select from the following on the screen:

| HOW TO MAKE 4 GAMES FROM 1 | | | |
|---|---|---|---|
| **1-MATCHING** | **2-FLASHCARDS** | **3-CONCENTRATION** | **4-WORDSEARCH** |

## Section 1: General Information

Title (it can be a subject, or a unit from the book)

Description (for example: Vocabulary Unit 5)

## Section 2: List of Terms

Enter word pairs, as many as you want. 15-20 is a good limit.

## Section 3: Game Settings / Flashcards Game

☐ Include flashcards game? (check)

- Left Column (whichever one you prefer)
- Large (looks more exciting)

## Section 4: Game Settings / Matching Game

☐ Include Matching Game? (check)

## Section 5: Game Settings

☐ Include Concentration Game? (check)

- 4 cards x 4 cards (your preference)

Should players be allowed to choose a different gameboard size?

- Yes

Which pattern should appear on the backs of the cards?

(choose which color you like best)

# ONLINE STUDENT GENERATED VOCABULARY GAMES

Lisa Barlow, UAE University



## Section 6: Game Settings / Word Search Game

☐ Include word search game? (check)

- Left Column
- Right Column

## Section 7: Identity

Leave Blank

**The URL of your game is:**

*(Quia will give you a URL something like this...)*

**For example: http://www.quia.com/jg/107198.html**

Now just give the URL to the other students and they can work on it at home or at HCT. Congratulations, you are now an Internet author!

# COMPREHENSION

Maurice Henderson, CERT

31

THIS LESSON IS BEST SUITED FOR BEGINNERS

CHAPTER THIRY ONE

## AIMS:

- To give the students an opportunity to express their comprehension of the material in a medium other than just by writing or speaking.
- To give the students practice in following and giving commands/directions.

## MATERIALS:

- Whiteboard and pens
- OHP and transparencies
- Headstart Student's Books
- Chairs

## ASSUMPTIONS:

- The students have some experience with following and giving commands.
- The students will understand the imperative commands, and will be capable of physical, written and oral responses to such a stimulus.

## ANTICIPATED DIFFICULTIES:

- As the students are adults, they may find the lessons technique to be fairly immature, so they may not take it very seriously since it doesn't quite follow their traditional class-style.
- Gauging the amount of teacher-input during the lesson and the amount of student-led input will be difficult. The students may need more modeling from the teacher.

The students' strengths and weaknesses may have an adverse effect on the lesson's overall goal.

- The timing of the lesson may be askew because of the amount of explanation and modeling time for the lesson.

## PROPOSED SOLUTIONS:

- In order to combat the assumption that the lesson's technique is 'childish', the instructor will need to give a thorough explanation of the method and list some of its benefits.
- When there is an opportunity for the students to offer their input, the instructor must encourage the stronger and weaker students to offer an equal amount of input.
- After the physical movement response stage, the students will be asked to offer written and oral 'recall' of the practice materials.
- The instructor must be prepared to improvise in case the modeling takes longer than expected.

# COMPREHENSION 31

Maurice Henderson, CERT

THIS LESSON IS BEST SUITED FOR BEGINNERS | CHAPTER THIRTY ONE

| TIMING (APPROX) | PROCEDURE | INTERACTION | RATIONALE |
|---|---|---|---|
| | **Warmer Explanation** | | • The tables are moved for space, so that the other students can see what is being modeled. |
| 7-10 mins | Re-arrange the seating so that the students will be able to move more freely. Explain to the students that they will be able to use this and can trust the instructor. | Instructor-Student | • The explanation is so that they understand some of what will happen. |
| | **Lead-in Modeling** | | |
| 5 mins | Establish the protocol for how the TPR session will go. The instructor will model the first vocabulary to the students. (See vocabulary page.) Answering any questions that might be posed by the students. | Instructor-Student-Instructor | • To give the students, a model for how they are supposed to respond to the tasks presented.<br>• When the students ask questions, it will help the instructor to understand their level of comprehension. |
| | **Activity** | | |
| 15-18 mins | Instructor asks for 2 student volunteers (one of the stronger students and one weaker student) to assist in modeling the vocab. The instructor with the student helpers will then engage the remaining students in the class. | Instructor-Student<br>Student-Student | • By both a weaker and a stronger student participating at the same time, it will give the other students the confidence to try themselves. |
| | The students will have the opportunity to give commands to the teacher and other students at this stage (if the student helpers or other members of the class have demonstrated that they grasp the concept through their participation). | Student-Instructor | • By having the students give commands it will give the feeling that they are grasping the material, it will also give them a feeling of control of the subject matter. |



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| TIMING (APPROX) | PROCEDURE | INTERACTION | RATIONALE |
|---|---|---|---|
| | **Post Activity** | | |
| 2 mins | Instructor will have the students settle back into their seats to begin the writing assignment (see Headstart Worksheet). | Instructor-Student | |
| | **Oral and Written Exercise** | | |
| 5-7 mins | The instructor will illicit oral and written responses from the students about the pictures. | Instructor-Student-Instructor | • This will give them a chance to refocus.<br>• This gives the instructor a means of assessing how well the students have retained the information.<br>• Gives the students confidence in the material learned. |
| | **Conclusion and Debriefing** | | |
| 3-5 mins | The instructor will ask the students what they thought of the method of instruction. | Instructor-Student-Instructor | • An opportunity for the instructor to get an initial feedback for the |

## VOCABULARY LIST

| | | |
|---|---|---|
| 1. Key | 11. Cheap | 21. Scooter |
| 2. Orange | 12. Small | 22. Sail |
| 3. Stamp | 13. Expensive | 23. Sail boat (Sailing boat) |
| 4. Notebook | 14. New | 24. Ship |
| 5. Apple | 15. Big | 25. Fly |
| 6. A | 16. Bicycle | 26. Airplane (Aeroplane) |
| 7. An | 17. Tricycle | 27. Alligator |
| 8. Umbrella | 18. Automobile | 28. Snake |
| 9. Envelope | 19. Car | 29. Camel |
| 10. Old | 20. Motorcycle | 30. Falcon |

## Commands for the lesson

1. Ride a bicycle/tricycle/motorcycle.
2. Sail a ship/boat.
3. Drive a car/truck/van.
4. Walk like an old man.
5. Move like a snake.
6. Eat like an alligator.
7. Eat like a camel.
8. Fly like a Falcon.

## Questionnaire for Peer Observer

1. Did the instructor effectively convey the purpose of TPR (Total Physical Response)?
2. Were the students able to understand the instructor's directions and explanation of the method?
3. Was the activity portion of the lesson useful in the students' acquisition of the language?
4. Did the students enjoy the lesson or were they uninterested in the method used?
5. Did you feel that there was an adequate amount of 'teacher-talk' or was there too much or too little?
6. Was the lesson more student-centered or instructor-centered and why?

# WARMERS FOR A SATURDAY MORNING: WAYS TO TALK ABOUT THE WEEKEND

Nicole Shammas, DWC

32

THIS LESSON IS SUITED FOR ALL LEVELS



## AIM OF ACTIVITY:

To review English with short, 15 minute activities after a weekend away from class.

## MATERIALS NEEDED:

Whiteboard, photocopies, imagination!

## ANTICIPATED PROBLEMS & SOLUTIONS:

**Problem:** The main problem in having the students (especially female) talk about the weekend is that they generally don't do very much and, therefore, think they don't have a lot to say.

**Solution:** Teach the students to develop their questions and to elaborate on their answers so that, even if all they did was watch television, then the weekend activities can still be a rich source of genuine communication.

## DESCRIPTION OF ACTIVITIES:

### WARMER ONE - TELL AND RETELL

- Teacher: Elicit from the class question words. Write on the board. E.g. what/where/when/who etc.
- Invite the students to ask you questions about your weekend, by using the question word prompts above. Write questions on board as correct models. Drill questions around the class, in pairs. Focus on accuracy in both question form and answers.
- Brainstorm follow-up questions to possible answers, such as "I watched TV", "I stayed in my room". For example, "What did you watch?", "Who did you watch it with?", "Why did you like it?", "What did your room look like?", "What were you doing?", etc. (describe your room - memory quiz).
- In pairs, the students interview each other and find out as much as they can about what their partner did during the weekend.
- Regroup each pair to join with another pair and make a group of four. Each student tells their group what their partner did during the weekend.
- To finish, and bring the class back together, each group chooses the student who had the most interesting weekend and reports that student's weekend activities to the class.

# WARMERS FOR A SATURDAY MORNING: WAYS TO TALK ABOUT THE WEEKEND

Nicole Shammas, DWC

THIS LESSON IS SUITED FOR ALL LEVELS

## WARMER TWO - ONION CIRCLE

- Half the class stand in the center of the room, and make a circle facing outwards.
- Pair-up the seated students with the standing, so that there is a circle of students in pairs face to face.
- Students have 2 minutes to talk to their partner about the weekend.
- They must keep talking even if they've exhausted the conversation.
- After 2 minutes, stop the conversations and instruct all the students on the outside circle to move one step to the right. They should now be standing with a new partner.
- Students have 2 minutes to talk to their new partner about the weekend.
- After 2 minutes, stop the conversations and, again, instruct the students on the outside circle to move one step to the right.
- Continue as above, with students having at least six mini-conversations with many different partners.

**NOTE:** The 'Onion Circle' is a dynamic arrangement that can be used for almost any conversation topic - particularly 'getting to know you' activities.

## WARMER THREE - WEEKEND PICTURES

- The students have five minutes to draw a picture of what they did on the weekend. Pictures only; no writing. Reassure them that it doesn't have to be beautiful, and that they don't need to be artists.
- In groups, each student shows their picture (without explaining) to their own group which then guesses what the student did,by asking questions: e.g.: "Did you go to the beach?", "Did you go to a restaurant?", "Did you eat rice?" Encourage follow up questions.
- As a final activity, each group chooses their best picture and shows it to the class. The class has to guess what the student did.

# WARMERS FOR A SATURDAY MORNING: WAYS TO TALK ABOUT THE WEEKEND

Nicole Shammas, DWC



## WARMER FOUR - SECRET WEEKENDS

- Each student writes down one thing that he or she did during the weekend that no-one else in the room knows about. They must not write their names on the papers.
- The teacher then collects all the 'secrets', and redistributes them to the class. Students have to stand up and mingle to find their partners - "Did you go to Al Ain?" -- Once found, they have to ask follow up questions.
- Students regroup in fours, and tell their group what their partners did during the weekend.

## WARMER FIVE - FIND SOMEONE WHO...

- An oldie but a goodie! The teacher writes down a list of 8 to 10 'Find someone who...' activities and photocopies them. In weaker classes, it's best to elicit question forms and drill/practise them before students mingle to ask the questions.
- For example: *Find someone who*

  NAME(S)

  1. _____ did their homework.
  2. _____ watched an English-language movie.
  3. _____ chatted on the internet (etc.).

- The students have to mill around the room, finding 'someone who did' one of these activities during the weekend.
- When they 'find someone who', they write their name by the questions. Encourage students to talk to everyone in the room, and have as many different names written down as possible.
- To finish and bring the class back together, go over the questions and answers together as a class, encourage follow up questions or comments.

# WARMERS FOR A SATURDAY MORNING: WAYS TO TALK ABOUT THE WEEKEND

Nicole Shammas, DWC

THIS LESSON IS SUITED FOR ALL LEVELS

## WARMER SIX - SAME/SAME

- In pairs, the students have to find three things they did during the weekend that were the same as their partners. They must be specific; for example: everyone in the room slept.
- Re-group into fours. Each pair tells their group what they both did.
- NOTE: For the re-telling activity, you may need to pre-teach language such as: We both went to the beach. Suad ate chicken biryani and so did I.

## WARMER SEVEN - TRUTH OR LIE?

- In groups of four, each student must tell their group three things they did during the weekend. Two must be true, and one must be a lie.
- The group must then 'interrogate' each student, to work out which is the lie. The students must try to answer all questions as naturally as possible, so as not to get caught. Tell the students to make sure their lies are believable. For example: "I had lunch with Brad Pitt", is not plausible, whereas "I had lunch with the director of a bank" might be more believable.
- It is good to demonstrate this to the class first.
- At the end, each group chooses their best 'liar' who must tell their three things to the class, for the class to then question them and work out the lie.

## WARMER EIGHT - MIMING STORIES

- In groups, each student must 'mime' their weekend activities for the rest of the group to guess. It is a good idea to demonstrate this first.
- At the end, each group chooses their 'best mimer' to act out their weekend for the class to guess.

# DESCRIBING OBJECTS

Raymond Sheehan, RKM

33

THIS LESSON IS BEST SUITED WITH TERM 4CD/SEMESTER 2

CHAPTER THIRTY THREE

## AIM OF LESSON:

- To introduce language relating to size, shape, and materials. Students should use this language to describe common objects.
- To determine what the objects are used for and, additionally, why we use these objects.

## MATERIALS NEEDED:

Worksheets (provided), a variety of objects, bags, envelopes.

## ANTICIPATED PROBLEMS & SOLUTIONS:

Possibly the adjective/noun distinction for shapes: e.g. circle/circular

## DESCRIPTION OF ACTIVITIES:

### PROCEDURE

| | | |
|---|---|---|
| 1<br>(5 min) | Elicit the lexis. What do the students know already? Complete a worksheet in pairs. | SS |
| 2<br>(3 min) | Feedback to students. What target lexis do they need to know? Board. Students are scribes. Check pronunciation. | T/SS |
| 3<br>(5 min) | Students dip their hands in a bag and feel an object: What shape is it? What material is it? Is it large or small? What do they think it is? Can they name it? Or say what it is used for?<br>Pull out the object. Are the students' 'guesses' right or wrong? Each student keeps his own object. | SS/T |
| 4<br>(5 min) | Matching. Each object has a complement (e.g. bottle + top; candle + holder). Pile them on a table. Get students, en masse, to go to the table and extract whatever goes with his object. Ask each student to explain why he made that choice. Describe the purpose of the object. | SS/T |
| 5<br>(5 min) | Table quiz. Listen to the teacher. Write down the name of the thing he is describing. Run to the board and write when your group knows the word. The winner is the first to guess. The overall winner is the group that guesses the most out of four. | T/SS |
| 6<br>(10 min) | Give students in pairs a picture of an object. Ask them to describe it. Write the description. Can the others in the class guess what it is? | SS |
| 7<br>(12 min) | Video: e.g. in a shop / a kitchen. Play without sound for 10 seconds. Ask the students to make as long a list as they can of the objects. Report back: What do they think they are made of? Why is this a suitable material? | V/SS |

# 33 DESCRIBING OBJECTS

Raymond Sheehan, RKM

CHAPTER THIRTY THREE | THIS LESSON IS BEST SUITED WITH TERM 4CO/SEMESTER 2

## ALTERNATIVE WAYS TO USE THE LESSON:

- Ask the students to bring to class a wrapped object, and involve the teacher in the guessing role.
- Decide on a lexical area, and bring objects from there (office supplies, the living room, etc.).

## MATERIALS

### Stage 1

Complete the worksheet. Add to the words in each column.

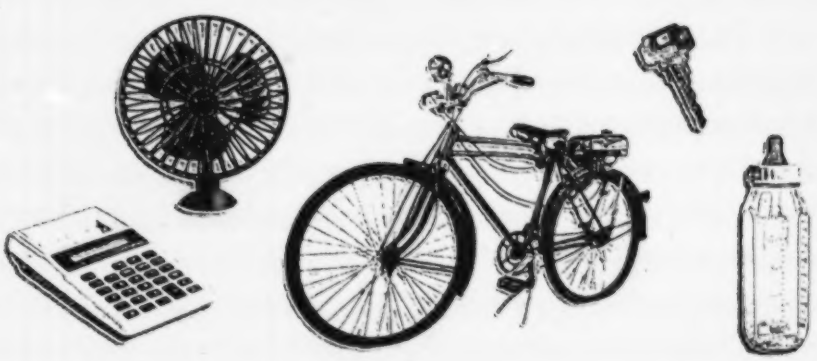
| SIZE | WEIGHT | SHAPE | MATERIALS |
|---|---|---|---|
| *small* | *light* | *triangular* | *wood* |
| | | | |

### Stage 5

- It is often made of plastic and metal. It is usually round. It is usually light. It has a face. It has two hands (or maybe even three!!!). You can often see numbers written on the face. You can find one in every house. You can find one in many classrooms. It is usually on the wall. When you look at it, you know if you are early, late, or on time.

- It is usually made of paper. It is very light. It is rectangular. It is never round or square. You can see pictures on it. You can see numbers on it. The numbers are very important. Sometimes it is green. Sometimes it is red. Sometimes it is blue. Many people carry a lot of it around with them (in their pockets or their wallets), especially when they go shopping.
- This is made of plastic, metal, and glass. It is very small and very light. It is never round or square. It is rectangular. Maybe you have one in your pocket. It often makes a loud noise, sometimes at a bad time, so keep it switched off. It is often expensive.
- This object is very large and very heavy. It is made mostly of metal. It is very expensive when you buy it new. It is dangerous when you use it in a bad way. You see it in many different colours. You always see it outside, never in the house. It is often made in Japan, the USA or Germany. BMW makes very nice ones.

## Stage 6: The Secret Picture



# 33 DESCRIBING OBJECTS

Raymond Sheehan, RKM

CHAPTER THIRTY THREE | THIS LESSON IS BEST SUITED WITH TERM 4CD/SEMESTER 2

**Name the materials.**

1. Clothes are often made of this material, because it is soft.

   _____

2. Cooking-pots are often made of this material, because it is hard and easy to heat.

   _____

3. Wedding jewellery is often made of this material, because it is beautiful and expensive.

   _____

4. Windows are made of this material, because you can see through it.

   _____

5. A computer keyboard is usually made of this material, because it is cheap.

   _____

## IN MY HOUSE/CAR/BEDROOM...

| 2 things made of glass | 3 things made of wood | 5 things made of metal | 3 things made of plastic |
|---|---|---|---|
| | | | |



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# PREPARING TO LEARN

Rod Fox, DWC

34

THIS LESSON IS ADAPTABLE FOR ANY LEVEL

CHAPTER THIRTY FOUR

## AIM OF LESSON:

To further develop meta-cognitive strategies.

## MATERIALS NEEDED:

A questionnaire on learning styles.

## ANTICIPATED PROBLEMS & SOLUTIONS:

Very often, students are thrown into a course without taking stock of the learning processes. Some time needs to be spent, therefore, looking at the different strategies for learning languages. Some help will be needed when the students have to design their own questionnaires for finding out how other people learn languages.

## DESCRIPTION OF ACTIVITIES:

### Learning Styles

1. The teacher brainstorms the class on different ways of learning a language, e.g. watching videos, talking to people, reading books, studying grammar, etc.
2. The students fill in the Learning Style questionnaire, and match their results with a learning style. The students work in different groups and compare and contrast findings. The teacher elicits the thoughts and opinions of the group.
3. The students design their own questionnaire on languages and language learning, and then arrange to interview three teachers. E.g. "What is your first language?", "What other languages do you speak?", etc. The students then prepare a presentation of their results for a subsequent lesson.

## ALTERNATIVE WAYS TO USE THE LESSON:

In groups, students can design a poster, demonstrating different approaches to learning languages.

# 34 PREPARING TO LEARN

Rod Fox, DWC

CHAPTER THIRTY FOUR

THIS LESSON IS ADAPTABLE FOR ANY LEVEL

## HOW DO YOU LIKE TO LEARN ENGLISH?

Read about different ways of learning. Put numbers in the brackets:

0 = no 1 = sometimes 2 = usually 3 = yes

| | | |
|---|---|---|
| A | I like to learn by talking to friends in English. | ☐ |
| | I like to learn by watching TV and videos. | ☐ |
| | I like to learn by using English out of class. | ☐ |
| B | I like the teacher to explain everything to us. | ☐ |
| | I like to learn by reading. | ☐ |
| | I like to study grammar. | ☐ |
| C | I like to learn by playing games. | ☐ |
| | I like to learn English by talking in pairs. | ☐ |
| | I like to learn by listening to tapes. | ☐ |
| D | I like to study English by myself (alone). | ☐ |
| | I like the teacher to give us problems to work on. | ☐ |
| | I like the teacher to let me find my mistakes. | ☐ |

If you have a high score between (6 and 9) in section A, then you are probably a good communicator and like to learn English naturally (as you learned your first language).

If you have a high score in section B, then you probably enjoy learning in class with a lot of help from the teacher.

If you have a high score in section C, then you probably see learning as being with people and having fun.

If you have a high score in section D, then you probably prefer to study on your own and solve problems yourself.

# READING / WRITING

Ewa Gajer, DWC

35

THIS LESSON IS SUITED FOR ADVANCED STUDENTS

CHAPTER THITY FIVE

## AIM OF LESSON:

Students often find essay-writing very difficult. This activity helps to expand their knowledge of current affairs, enriches their vocabulary, and encourages the students to use new vocabulary in their essays.

## MATERIALS NEEDED:

An appropriate newspaper article (see explanation, below).

## ANTICIPATED PROBLEMS & SOLUTIONS:

The article has to be challenging but not too demanding as it could demotivate the learner.

## DESCRIPTION OF ACTIVITIES:

### Part A: Homework (instructions for the students)

- Find an appropriate article from the newspaper.
- Make a list of words and phrases from the article that are new to you, and try to find their meanings.
- From these words, pick those that you think are directly-related to the topic (e.g., population).

### Part B: Classwork

- The words that the students have prepared are discussed, and written on the board as nouns, verbs, phrases, etc.
- The students are given two essay topics and have to choose one. Only one of the topics is directly related to the article.
- Give the students a quick reminder of the essay structure.
- **Brainstorming:** the students discuss the topics and issues that need to be addressed.
- **Essay writing:** the students are asked to include the new words in their essays.

**Essay 1:**

Our country's population policy should change. The number of expatriates must be reduced if we want to preserve our national identity. Argue for, or against, this statement.

**Essay 2:**

Should people who come to the UAE now, as expatriates, be given permanent residency after a certain number of years? Discuss why and/or why not permanent residency should or should not be adopted in the UAE?

**Essay 3: (Homework)**

Many countries, such as China, suffer from overpopulation. At the same time, many countries worry about their ageing population. Who should take responsibility for the demographic imbalance in the world?

# IMPROVING YOUR SPELLING

Adrienne Londono, RKM



THIS LESSON IS BEST SUITED FOR LOWER INTERMEDIATE STUDENTS

## AIM OF LESSON:

At times, students may have a very hard time spelling English words correctly. This is not a lesson in itself, but an activity that can be done every day (or as frequently as the teacher requires).

## MATERIALS NEEDED:

The following table contains vocabulary which the teacher may want the students to start to use. The number of words used in the activity is up to the teacher.

**Note:** This table can be repeated four times on a piece of paper to reduce photocopying.

| | VOCABULARY 1 | VOCABULARY 2 | VOCABULARY 3 | VOCABULARY 4 |
|---|---|---|---|---|
| VOCABULARY | 1. big | 9. happy | 17. new | 25. married |
| | 2. small | 10. sad | 18. slow | 26. single |
| | 3. tall | 11. wet | 19. fast | 27. clean |
| | 4. short | 12. dry | 20. easy | 28. dirty |
| | 5. beautiful | 13. healthy | 21. difficult | 29. hot |
| | 6. ugly | 14. sick | 22. right | 30. cold |
| | 7. expensive | 15. old | 23. wrong | 31. quiet |
| | 8. cheap | 16. young | 24. long | 32. noisy |

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# 36 IMPROVING YOUR SPELLING

Adrienne Londono, RKM

CHAPTER THIRTY SIX

THIS LESSON IS BEST SUITED FOR LOWER INTERMEDIATE STUDENTS

**Name:** _____ **Score:** _____/100

| | | | |
|---|---|---|---|
| 1. | _____ | 17. | _____ |
| 2. | _____ | 18. | _____ |
| 3. | _____ | 19. | _____ |
| 4. | _____ | 20. | _____ |
| 5. | _____ | 21. | _____ |
| 6. | _____ | 22. | _____ |
| 7. | _____ | 23. | _____ |
| 8. | _____ | 24. | _____ |
| 9. | _____ | 25. | _____ |
| 10. | _____ | 26. | _____ |
| 11. | _____ | 27. | _____ |
| 12. | _____ | 28. | _____ |
| 13 | _____ | 29. | _____ |
| 14. | _____ | 30. | _____ |
| 15. | _____ | 31. | _____ |
| 16. | _____ | 32. | _____ |

**Note: This table can be repeated twice.**

C005 1

# IMPROVING YOUR SPELLING

Adrienne Londono, RKM

36

THIS LESSON IS BEST SUITED FOR LOWER INTERMEDIATE STUDENTS

CHAPTER THIRTY SIX

## ANTICIPATED PROBLEMS & SOLUTIONS:

- Both the teacher and the students should realize that, depending on the class size, this activity should not take more than ten minutes or so. Therefore, it should be done as efficiently as possible.
- At first, the students might want to 'help' each other, but this activity should be given as a quiz.

## DESCRIPTION OF ACTIVITIES:

- On Saturday, the teacher should give the students the vocabulary list and quickly go over the words' meanings and their pronunciations. The students must memorize eight words per day, four times a week, for a total of 32 words (or as many as the teacher wants).
- The students might not know how to study for this, so the teacher should tell them to write each word on a piece of paper until they have memorized its spelling.
- Each morning, the teacher gives out the 'examination' paper and dictates the words.
- After the dictation, the teacher asks the students to turn their papers over. This should become a habit.
- Collecting the papers should be done quickly.
- The teacher then corrects the papers each day, but doesn't give a grade until the end of the week.
- The following Saturday, the teacher should bring the papers and the students have to correct their mistakes.
- A new list of words is given to the students, and the whole process is repeated.

## ALTERNATIVE WAYS TO USE THE LESSON:

If there is time, the teacher may ask the students to write a sentence using the word dictated.

# 36 IMPROVING YOUR SPELLING

Adrienne Londono, RKM

CHAPTER THIRTY SIX

THIS LESSON IS BEST SUITED FOR LOWER INTERMEDIATE STUDENTS

## TEACHER COMMENTS:

I have been using this activity with Arab students for almost seven years now (six in Saudi Arabia and almost one here) and I have seen a dramatic improvement in their spelling. It works better with smaller groups and with lower English levels where spelling is a serious problem.

# TRANSFERENCE OF INFORMATION

Katie Nelson, FWC

37

THIS LESSON IS BEST SUITED FOR CO 1 STUDENTS

CHAPTER THIRTY SEVEN

## AIM OF LESSON:

To teach the students to read carefully.

To teach the students to transfer information into an appropriate table.

## MATERIALS NEEDED:

The appropriate worksheets, transparencies of completed worksheets, OHP.

## ANTICIPATED PROBLEMS:

- The students' reading-levels are low. They have approximately 400 high-frequency words in Term 1. The Flesch-Kincaid Grade Level is 5.
- When the students see the table, they will know they have to write in the boxes. Not knowing what they have to do, they will try to start the exercise without any explanation.
- Because there are no lines in the boxes of the table for the students to write on, handwriting will be poor.
- Progress in the lesson will be slow.

## SOLUTIONS:

- Have the students read the text aloud first, gently correcting any misread words. Students tend to see the first letter of a word and then guess the word.
- Explain that they have to read the words in the boxes, and look for the information in the text, 'story'.
- Stress that, although there are no lines in the boxes for students to write on, they must try and keep their handwriting neat. Capital letters and commas must still apply.
- Let the students work at their own pace and have extra worksheets for the more able students who finish quickly.

# TRANSFERENCE OF INFORMATION

Katie Nelson, FWC

THIS LESSON IS BEST SUITED FOR CD 1 STUDENTS

## DESCRIPTION OF ACTIVITIES:

### Reading Activity

1. When the class has settled down, give out the reading worksheets.
2. Let the students complete the top section: name, section, and date.
3. *"Please put down your pencil and listen."*
4. The teacher begins with an explanation to the class about the text (story) and the table.
5. *"Let's look at the first story. It's about Sharifa."*
6. *"Who would like to read the story to class? Reading aloud in class is very good practice for you all, because it will help you with your Speaking Test at the end of term."*
7. *"Thank you, Huda. Do you want to come to the front of the class to read the story. No? That's fine. Stay in your place and please read the story now."*
8. The teacher gently corrects the mis-read words.
9. *"Would someone else like to read the story?*
   *Thank you, Hanan, you can start now."*
10. *"Now, I will read the story to you and then ask you some questions."*
11. *"Aisha, what is the name of the lady in the story?"*
12. *"Mona, how old is she?"*
13. The teacher continues to work through the words in the boxes in the table, asking appropriate questions of individual students.
14. *"Please don't write anything yet. Listen to what I have to say. Only write the correct words in the boxes. Do not write a sentence. There isn't room for a sentence in the boxes, only words. Now you can put the information into the boxes in the table."*
15. The teacher watches for the students who finish the task, and directs them to the next text and table on the worksheet.

    *"Now you try to do this yourself and, when everyone is finished, we will talk about it."*

16. Pace the lesson and 10 minutes before the end stop the class working.

*"Please put down your pencils. Don't worry if you have not yet finished. Now we are going to see the finished table with all the correct words in the boxes. You can mark your own work with a coloured pencil. If the word is correct give yourself a mark."*

17. Put up the transparency on the OHP and talk it through. Ask a question for the word in the box and point out the correct words for the answer.

*"Now I will take in your papers and mark them."*

## ALTERNATIVE WAYS TO USE THE LESSON:

**Pair Work.**

- Once the original worksheet is made, it is very easy to make similar worksheets, changing the names, ages, jobs, locations, languages and hobbies.
- Print different reading worksheets onto coloured paper. Let the students work in pairs; they can choose their own worksheets, but they must be different.
- Before they start to transfer the information from the story to the table, they must read the story to each other.
- Once finished, they can hand the worksheet to the teacher for marking and then choose another task if time allows.

# 37 TRANSFERENCE OF INFORMATION

Katie Nelson, FWC

CHAPTER THIRTY SEVEN

THIS LESSON IS BEST SUITED FOR CD 1 STUDENTS

Name:_____ Section: _____

**Date:** day _____ date _____ month _____ year _____

**A) Sharifa**

Sharifa is 31 years old. She is married and she has four children. She works in Fujairah Hotel. She is a receptionist. She speaks Arabic, English and French. Her hobbies are listening to music, reading English-language books and playing with her children.

- *Now use the information to complete this table.*

| | | | |
|---|---|---|---|
| Name | | age | |
| married/single | | place of work | |
| job | | languages | |
| hobbies | | | |

B) Ahmed

Ahmed is 27 years old. He lives in Dubai. He works for Dubai Television. He is a supervisor. He speaks Arabic, Spanish and English. He is married with three children. He has a large, black, Toyota. His hobbies are jet-skiing, swimming and driving in the desert.

- *Now use the information to complete this table.*

| | | | |
|---|---|---|---|
| Name | | age | |
| place of work | | job | |
| languages | | married/single | |
| children | | vehicle | |

# TRANSFERENCE OF INFORMATION

Katie Nelson, FWC

THIS LESSON IS BEST SUITED FOR CD 1 STUDENTS

37

CHAPTER THIRTY SEVEN

Name:_____ Section: _____

**Date:** day _____ date _____ month _____ year _____

- Use the information in the table to write a short paragraph about Amna Saeed.
- Use capital letters and full stops.

| | | | |
|---|---|---|---|
| Name | Amna Saeed | age | 23 |
| born | Dibba UAE | lives | in a big villa |
| married/single | single | children | no children |
| place of work | Fujairah Women's College | job | a secretary |
| languages | Arabic<br>English<br>and a little French | free time | reading<br>swimming<br>shopping |

# 37 TRANSFERENCE OF INFORMATION

Katie Nelson, FWC

CHAPTER THIRTY SEVEN

THIS LESSON IS BEST SUITED FOR CO 1 STUDENTS

## HELPFUL HINTS WHEN MAKING WORKSHEETS

- Keep them simple.
- Be concise.
- Give thought to the layout.

Students in the HCT system need all the careful help instructors can give them when learning through the medium of English. Worksheets should be simple to follow, concise in instructions, and well presented. The following hints hold good for making worksheets for all levels throughout the College.

Always remember that, when giving worksheets to your students, they will be taken home in the students' binders for their families to see. Badly produced worksheets reflect on you, your subject and your College.

### Keep them simple

- Make sure that your worksheets are consistent. Your students will soon get used to your style and find using good worksheets so much easier.
- Use the Times New Roman font; embellished fonts are not advisable. Use size 12, larger for headings and titles. Apply bold where appropriate.
- Start at the top of the worksheet with:

Name:_____ Section: _____

Leave 2 spaces between.

**Date:** day _____ date _____ month _____ year _____

Students need plenty of space in which to write, and they need to write on lines.

Year 1, Term 1, students should have double-double spaced lines; Year 1, Term 2, students should have double spaced lines; after two terms of writing practice, 1.5 spaced lines can be introduced.

Giving worksheets with Name, Section, and Date printed on the top of the page encourages students to practice writing using capital letters and correct spacing and it also reinforces spelling everyday words correctly.

**EXAMPLE:**

**Date:** day _____ date _____ month _____ year _____

## Be concise

- Keep instructions to a minimum. Worksheets are produced to give students extra exercises to supplement their course work. There should be no lengthy explanations and instructions on the sheets.
- Use one worksheet for one exercise. It is not advisable to crush two or three exercises onto each page. The students need to be able to focus on the exercise to be completed and, also, need plenty of space and lines on which to answer.
- Establish with your students where they will find the instructions. All the symbols below can denote where the instructions can be found.

**EXAMPLE:**

✻ ▲ ★ ●

★ Read the paragraph and fill in the gaps with the correct words.

[Times New Roman 12 B]

Give thought to the layout.

- When using illustrations, insert them from clip art collections or scan your own illustrations and build up a comprehensive collection. Illustrations can make the most mundane exercise appear distinct.
- Give some thought to layout. White space, as well as illustrations and text, is needed on a worksheet.
- Use colored paper for variation.
- Simple borders can also be used to enhance exercises.

When photocopying worksheets, make sure that this is well done and a clear, clean, sheet is the finished product.

# ANSWERING MACHINE LETTER

Patrick Berting, AAWC

38

THIS LESSON IS SUITABLE WITH HD LEVEL 3 AND ABOVE, OR EQUIVALENT

CHAPTER THIRTY EIGHT

## AIM OF LESSON:

To produce a typed business letter, based on a simulated answering-machine message.

## MATERIALS NEEDED:

For the instructor: cassette recorder, blank cassette.

For the students: notepaper and a computer with a printer (or typewriter) if the letter is to be word-processed.

## DESCRIPTION OF ACTIVITIES:

### Preparation:

- Students need to be taught, beforehand, how to write a business letter in accordance with the HCT's Formatting Guidelines.
- Make a recording of a simulated answering-machine message. A sample message is attached to this lesson, and may be used as a guide.

### In class:

Inform the students that they are going to hear a simulated answering machine message from an imaginary supervisor. Their task is to produce, individually, a typed letter based on notes they take from the cassette recording. They may listen to the recording as many times as they require.

### Note:

- Although the primary content of the letter is quite explicit in the recorded message, the students should be encouraged to include imaginative additional content, such as suitable expressions, that might add an individual touch to the letter.
- The word processing of the letter may take place in class or as homework.

### Follow-up:

After the letters have been submitted and evaluated, feedback, in either oral or written form, should be given to the writers. The instructor may wish to comment on some examples of outstanding writing as well as examples of common mistakes. Students may wish to compare their letters. The instructor may wish to have the students correct and re-submit their letters based on the feedback, thus allowing them to learn from their mistakes.

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# ANSWERING MACHINE LETTER

Patrick Berting, AAWC

THIS LESSON IS SUITABLE WITH HD LEVEL 3 AND ABOVE, OR EQUIVALENT

## ALTERNATIVE WAYS TO USE THE LESSON:

- Rather than an individual activity it could be done in small groups, with all members having a say in the content of the letter.
- Having written such a letter based on the instructor's input, students could then create their own 'answering machine' messages from which their classmates would compose letters.
- Clearly, this activity would not be suitable for students who lack at least intermediate-level listening and writing skills.
- The letter could be hand-written, which would certainly enable the activity to be completed more quickly.

### SAMPLE 'ANSWERING MACHINE' MESSAGE TO RECORD:

Produced by (organization name), date. Read by (person's name).

"Hello. You have reached the National Development Agency, Al Ain Office. We are unable to answer your call at the moment. Please leave a message with your name and telephone number and we will try to get back to you soon."

"Hi. This is Dr Susan Watanabe. I am having a bit of an emergency. When I was driving from the East Coast, my car got a flat tire, so I am at a service station in Dhaid, Sharjah Emirate. Obviously, I will not be able to attend the meeting that we had planned for this afternoon. What I would like you to do is to prepare a letter addressed to Dr Kamal Sajadian for me (the spelling is: Kamal: K_A_M_A_L; Sajadian: S_A_J_A_D_I_A_N.). Here are the points I would like you to mention in the letter:

First, thank him for the letter he sent by FAX last Saturday.

Second, say that I am very pleased that he plans to visit our Al Ain office from 14th to 16th October.

Third, tell him that Mr Roger Silva (spelling: Roger- R_O_G_E_R; Silva S_I_L_V_A), who is the Chief Development Officer, and Christine Walker (spelling: Christine- C_H_R_I_S_T_I_N_E; Walker- W_A_L_K_E_R), who is an administrative assistant, will meet him at Dubai International Airport at 11:00 am.

Fourth, tell him I have reserved a single room for him at the Al Ain Rotana Hotel, from 14th to 16th October.

Fifth, tell him that the meeting between him and me is scheduled for 3:00 pm on Saturday 14th October in room 237 at our Al Ain Office.

Sixth, thank him for his agreeing to do business with our organization.

End the letter by saying that I look forward to receiving confirmation of his visit.

Of course, the letter must be in my name (of course the spelling is W_A_T_A_N_A_B_E).

Here are some more details. Our company address is:

The National Development Agency
PO Box 1234
Al Ain
United Arab Emirates

His address is:

c/o (care of) Marcos Construction Company (spelling M_A_R_C_O_S),

1385 Brito Street (Spelling B_R_I_T_O),

Honolulu, Hawaii, USA.

Of course, I would like you to have this letter ready for me to sign by tomorrow morning.

Can you handle all this/ I hope so. I'll see you tomorrow morning.

Bye."

(The content of the message is adapted from Carroll, Walter et al. Bid For Power: English for Commerce and Industry, BBC English/ILS, 1984.)

# 10 ADAPTABLE ACTIVITIES/ GAMES FOR THE CLASSROOM

Christine Canning Wilson, ADMC



THESE ACTIVITIES CAN BE ADAPTED FOR ALL LEVELS OF INSTRUCTION

## AIM OF LESSON:

To offer students further practice and review of materials learned in class.

## MATERIALS NEEDED:

Whiteboard, whiteboard-markers, paper (depending on the game).

## ANTICIPATED PROBLEMS & SOLUTIONS:

Ask the students to repeat the rules of the game to you. List them in a logical order to prevent misunderstandings during the activities.

Make sure that you have prepared your questions on paper before entering the classroom.

Try to make sure that the groups consist of mixed abilities, so as not to give one group more advantage over another group.

## DESCRIPTION OF ACTIVITIES:

### GAME #1: TO TELL THE TRUTH

This game is similar to a popular 1970s game show. The object of the game is to help students improve their speaking and listening skills in a particular area.

### Ground Rules:

1. Each group should contain three people.
2. Everyone must agree on one story that is true for only one person in the group.
3. The other two people in the group must tell a false story and adapt it as though it had happened to them.
4. Each member of the group is assigned a number for anonymity. For example, Mohammed (refer to him as Contestant #1), Ibrahim (Contestant #2) , etc.
5. Read the basics of their story to the class. For example: "Someone in this group had the opportunity to play football in Brazil" or "Someone in this group was chased by a snake in the waters off of Oman while diving".
6. Allow their classmates to question them, equally, for 3 to 5 minutes. For example, Ishmael may say, "Which airline did you take to Brazil?". Give enough time for each student to respond. One may answer "British Airways", and

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another may say "Gulf Air and United". Faisal may then ask, "How were you afforded this opportunity?". One student may answer, "Camp scholarship", or another may answer, " I was on holiday and saw the group practicing and they invited me to play!". Please note that, sometimes, the students' answers are so convincing that, as the teacher, I would have no idea who was, or wasn't, telling the truth!

7. When you determine the time is finished, ask the students to identify who is telling the truth. Everyone must vote by finger or by slip of paper. Count the votes and put under each student's number on the whiteboard.
8. Ask the student who is telling the truth to stand up.
9. Move on to the next group, until all the groups have had a chance to explain themselves.

**GAME #2: THE QUIZ NIGHT**

This game is based on the popular quiz nights at the hotels. In your respective field, create different categories, with ten questions in each section. For example, if you teach English, you might want categories like "error correction", "verbs", "spelling", "jobs", or "vocabulary". In small, even numbered groups, ask students to come up with a nickname to play with, and to write it on the whiteboard grid. As they complete each category, ask groups to switch papers. Ask the groups to correct the other groups' papers and to list the score on the board. * See following examples:

| Game | The Winners | Team 1: The Falcons | Team 2: The Moon | Team 3: Victory Team |
|---|---|---|---|---|
| Spelling | 5/10 points | 4/10 points | 9/10 points | 7/10 points |
| Vocabulary | 6/10 | 10/10 | 2/10 | 3/10 |
| Error Correction | | | | |
| Name that Job | | | | |
| Verbs | | | | |
| Miscellaneous | | | | |
| Listening | | | | |
| Word Jumble | | | | |
| Grammar | | | | |
| TOTALS: | | | | |

OR

| | Team 1: The Falcons | Team 2: The Moon | Team 3: Victory Team |
|---|---|---|---|
| 1. Graphs | | | |
| 2. Fractions | | | |
| 3. Decimals | | | |
| 4. Time Tables | | | |
| 5. Shapes/Angles | | | |

**GAME # 3: BASKETBALL**

Warning: This game can become competitive and should not be played for more than 25 - 30 minutes.

1. Divide the class in half. Stand one half against the right-hand wall and the other half against the left-hand wall.
2. Ask the students a question. If they get it right, they can go to the back of the room and try to throw a paper ball into the trash can or bucket you put on your desk. If they succeed, then that team wins one point. Once the students has done this, they must go to the end of the line.
3. If the students get the answer wrong, then they are traded to the other team and cannot return to their team until they get an answer correct. If they are waiting to get an answer correct to return to their original team and, finally, do give the correct response, they do not get a chance to make a basket. Only students on the correct team get the free shot.
4. When time is up, count the number of baskets. The winning team does not have homework!

## GAME # 4 VERB BALL OR QUESTION BALL

- Depending on class size, you can use the whole class in one game or divide them into two groups. Make the groups move their chairs into a circle. Give each group a paper ball. Students must toss the ball quickly to another person in the group. If the student receives the ball, they must say a verb. No student can repeat the same verb twice. If they repeat a verb or stutter then they are out! Eliminate the group down to the last person.
- The alternative with Question Ball is to do the same thing, but when they receive the paper ball they must form a question. For example:

Mohammed: "What is your name?" (passes the ball quickly to Ali)

Ali: "Do you like ice cream?" (passes the ball quickly to Anwar)

Anwar: "Why are you staring at me?" (passes the ball quickly to Rafat)

Rafat: "Do you want to play football?" (passes the ball quickly to Yousef)

Yousef: "What is your name?" (he is out for repeating a question)

## GAME #5: VOCABULARY BINGO

Ask students to fold a piece of paper, so that it has five columns and five rows. At the top of each column put the following letters: B I N G O

After they have created a bingo board, on the white board list of 20 related categories, such as the following about health:

1. Is a person who can give you an injection.
2. Is a fluid which circulates from the heart.
3. Is the name for the two holes in your nose.

- Tell the students to list one category per box anywhere they would like on their paper, so the boards are not the same. They can use a category more than once on their bingo boards.
- Next, create a sheet of 25 pictures of the vocabulary items. Photocopy the pictures of the different prompts. Tell students to rip the pictures off and to place them on the desk as game markers.

- Then you explain to the students that you will call a letter and a category. If they have the category listed under the letter, then they must find the health related item (or topic of choice depending on your field of study) which best describes it and mark the board piece. It is best to give an example on the board for the categories chosen in your respective fields.

| B | I | N | G | O |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**ACTIVITY #6: 50 SUGGESTED WRITING TOPICS FOR THE CLASSROOM**

## Describe the activity:

- These topics can be used for both product writing exercises, and for process writing in the classroom.
- It is suggested that students share their papers with other students, for peer editing. Alternatively, groups can write a combined essay on an OHP, which is later shared and corrected by the class. This is an excellent way to find common errors in your students' writing.

## Sample Topics:

1. Compare and contrast two emirates in the UAE.
2. What kind of car should a new woman driver buy? Why?
3. Describe your best friend from elementary school. What made you like him or her?

# 10 ADAPTABLE ACTIVITIES/ GAMES FOR THE CLASSROOM

Christine Canning Wilson, ADMC



4. How has oil changed the economy of the UAE?
5. , it better to get married before, or after, you finish studying at the HCT?
6. How can parents protect their children from the Internet?
7. Describe your favorite animal? Compare it to your least favorite animal.
8. What was the best Arabic or Hindi film ever made? Why?
9. How is your life different from your grandmother's life?
10. Who has influenced your life the most? Why?
11. What do you hate and like the most about teachers?
12. Who was the first foreigner you remember meeting? What happened?
13. How have hospitals helped people? How can hospitals improve their services?
14. How has transportation changed in the last 50 years?
15. What can overweight people do to lose weight?
16. What advice would you give a teacher new to your school?
17. How do people discriminate against others? How can we stop these behaviors?
18. Describe an event you read about in the newspaper or in a magazine. What happened?
19. What would you tell a person to do if he or she wanted to learn more about Islam?
20. How is fast food hurting people's health? What should schools do to educate people about healthy cooking and exercise?

## Advanced Topics:

21. If your enemies were invited to dinner, but you were not, what would they tell me about you?
22. If you could rule any country for a day and change its laws, which country would you pick? What changes would you make? Why?
23. Many people gossip about others. How can people stop others from gossiping? Design a plan and show how you would implement it.

24. As technology grows and countries expand, the world becomes smaller. How can we educate people about becoming more peaceful and more aware of other people's cultures and traditions?

25. Who is the greatest athlete, musician and politician in the world? What traits do they have in common?

26. Why is learning a foreign language important? Which languages are the most important to study? Why?

27. If you could travel to North Africa, which country would you visit? What would you go to see on your trip? Why?

28. Should parents hit their children? Why or why not? In your opinion, what are the best ways to raise children to be good citizens?

29. Describe your ideal boss and job. What separates a good manager and a good job from a bad manager and a bad job?

30. Some people say men and women can be just friends. Do you agree or disagree?

31. When is the use of violence acceptable? List examples and explain each idea.

32. Should industries be allowed to test products and chemicals on animals? Why or why not?

33. Should a hungry man who steals food for his starving children go to jail? Why or why not? In your opinion, should there be a double standard for a crime?

34. People say the love of money is the root of all evil. Do you agree or disagree, why? Give examples.

35. Which countries would you never want to visit? Why?

36. Should other countries be allowed to interfere with the internal affairs of other nations? Why or why not? Give examples.

37. If you won a million dirhams, what would you do with the money? Explain in detail.

38. What is the best and worst restaurant you have ever eaten at? What, in your opinion, makes a good restaurant?

39. Describe your ideal business. Create a business plan to show how you could make your dream a reality.

40. Choose a television character and explain how he/she represents a population of people that you feel are often forgotten by society.

41. Write down the lyrics to your favorite song and explain the significance of the words to your life.

42. Compare and contrast the similarities and the differences between raising boys and girls in your culture.

43. If you could relive one part of your life, what would you do differently? Be sure to explain the original situation and the reasons for the changes you would make.

44. Choose three newspaper articles about crimes. Compare and contrast what happened with the punishments. Next, discuss whether or not you felt the punishments were too severe or too lenient.

45. If you could eat lunch with anyone in the world, whom would you choose to eat your meal with for the special occasion? Why? What would you discuss with the person during your dining experience?

46. How can families improve their communication skills? Write a speech to be presented to parents explaining the common problems found in families with a list of solutions to help bring relatives closer together as a unit.

47. What is the most significant thing to happen to you in your life to date? Compare it with what you believe will be the most significant thing to happen to you later in your life. How will these changes affect you and the way you live your life in the future?

48. Pick an inanimate object. Pretend you are that object. Next, write a story for children explaining, what life is like for you each day. Who do you meet? What happens to you on a regular basis? How does this make you feel?

49. Describe a recurring dream that you have. Analyze the dream and explain what you think it might mean?

50. Describe a tradition that is currently changing in your culture. How would you revitalize the traditional practice to restore it to its original state? Make sure to include all the difficulties you may face and the solutions you would take to solve these challenges.

## ACTIVITY # 7: GRAMMAR BINGO

Previous publication by Chris Canning on Dave's ESL Café reference:
http://www.eslcafe.com/ideas/sefer.cgi?display:926099775-4457.txt

1. Ask the students to draw twenty-five boxes (five columns by five rows). Next, list 40 verbs on the black board.
2. Ask the students to choose any twenty-five verbs, and to illustrate these verbs using stick figures or other images in each box.
3. In pairs, ask the students to guess the verb that their partner drew in the box. This will clear up any ambiguities, by allowing students to make any necessary changes. Put all of the finished boards into a box in the front of the room. Let the students choose a board that is not their own.
4. Ask the students to take a new piece of paper. Ask them to cut ten strips from the paper. Next, ask the students to write ten sentences (one per strip) on the paper, using the verbs on the board.
5. Collect everyone's strips and put them in a box at the front of the room.
6. Pull a strip of paper from the box. Read the sentence to the class. If the student has a picture illustrating that verb, then they can block the picture with a small paper. To win, the student must get five in a row, five down, or five diagonally.

## ACTIVITY # 8: 14 IDEAS FOR USING CARTOONS TO TEACH ENGLISH

Previous publication by Chris Canning on Dave's ESL Café reference:
http://www.eslcafe.com/ideas/sefer.cgi?display:923411630-14178.txt

1. At the most basic level of a cartoon activity, are the basic dialogue techniques. For example, cut a cartoon strip out of a local paper. Next, take some whiteout or a corrector pen and remove the dialogue from the box. Photocopy enough strips for the entire class. Ask the students to rewrite the dialogue in the open spaces. If time permits, ask the students to read their dialogues to the pupils.
2. Cut out a cartoon strip, and remove key vocabulary items or grammatical structures with whiteout or a corrector pen. Ask the students to make educated guesses about the missing vocabulary words. Let the students compare their answers with each other's. Next, allow students to compare the language use that he or she made with other students' choices in the class. The comparison activity can be used as a lead-in lesson on word selection, structural choice, or

grammatical differences in form and/or function. It can allow students to examine the appropriateness of their choices. This lesson can be furthered by the use of a thesaurus. Students can be asked to find antonyms and synonyms for his or her decision for a lexical item. Next, ask students whether or not these choices can be substituted into the cartoon dialogue. This is a nice introduction into looking into language not only in a form, but also in a functional perspective.

3. Ask the students to cut out a cartoon strip from the paper, every day, for a two-week period. Ask the students to paste each cartoon on a separate piece of paper. Next, ask the students to rewrite the dialogue in the past tense or in the future tense. In the second part of the activity, ask the students to write the dialogue in the present negative, past negative, or in the future negative. You can adapt this lesson by asking the students to rewrite the dialogue using direct or indirect speech patterns.

4. Ask the students to cut out a cartoon for one week. Next, have the students paste each cartoon under one another, in consecutive order. Ask the students to photocopy enough pages of their cartoon for a few groups or for the entire class. Then, have the students read the cartoons and write essays discussing what has happened in the progression of the story. This should be followed up with the students writing about how they may/might have changed the story line accompanied with a short explanation of how it would benefit the characters by making these alterations. An alternate lesson would be to write conditional sentences that would indicate how the story would have changed, if the character had responded differently.

5. Why not exploit a "Pete and repeat" activity? Take a cartoon out of the paper and photocopy it twice. Leave one cartoon alone, but make a few alterations on the second cartoon that indicate minor differences. Make enough copies of each for half the class. Pair students together, allowing one person to have a copy of picture A and one student to have a picture of copy B. Ask the students (without allowing them to look at the partner's picture) to find the differences between the two pictures through verbal negotiation.

6. Ask the students to find cartoons on the Internet. Allow students to download the cartoons from e-mail card sites, such as: www.bluemountain.com, www.ohmygoodness.com, www.bemine.com, or at any other electronic card sites. Students may also want to download cards from various web cartoon sites, such as: www.cartoonery.com on the Internet. Next, have the students write poems, stories, or commentaries about the cartoons they have chosen. Perhaps, they could be asked to create computer graphic storyboards with texts by importing the images to be the basis for a related educational technology project.

7. Ask the students to cut out a favourite cartoon character. Require the students to write a children's story to help a younger sibling learn how to read English. This activity emphasizes grammatical structures and spelling at the fundamental levels. Allow students to share their books with the class. Often times, I have asked students to create glossaries to accompany their book to help reinforce vocabulary.

8. Cartoon tee-shirts are very popular. Ask students around examination time to create the "REVIEW Tee-shirt". This involves students creating a cartoon character of him or herself or an imaginary bubble figure that explains grammar points or sample lexical items all over the tee-shirt in various designs. This activity encourages students to review materials and to re-read what they have written. Put the tee-shirts on display and allow students to read the grammar and vocabulary on other pupil's tee-shirts for further reinforcement of the materials learned in the course.

9. Download pictures from clipart and use them as a basis for comparison. For example, take two or three pictures of men or women (depending on the gender of the students that you teach) from the selection. Ask the students to write sentences in the comparative and superlative. Moreover, suggest to the students that they should compare similarities by using the positive, with phrases like: "Ibrahim is as tall as Yagoob".

10. A second idea is to take image selections from a clipart collection, or a cartoon strip, and have students post them on paper. Next, ask the students to number the objects in the picture. Ask the students to post their pictures on the wall. Require the students to walk station to station with their notebooks, recording all of the vocabulary words that they know from the images. Words that they do not know, or that seem unfamiliar to them, must be drawn into their notebooks. Students can ask each other what the object is, look it up in a picture dictionary, and/or ask the teacher.

11. Allow the students to create language game boards. Ask groups of students to think up an original game that other students could play to learn English. Let them use cartoon figures from the newspaper as game pieces to move along the board as they answer questions. Give half the class the cartoon with dialogue, and give the other half of the class the same cartoon without dialogue. Ask a partner to dictate the dialogue for extra listening practice. Next, allow students to compare answers.

12. Ask students to create their own comic books with a cartoon character that they design. Allow the students to share their comic books with the rest of the class. Perhaps you could create a reading corner that displays the student-produced comic books for pupils to use in their free time between lessons.

13. Ask the students to create a cartoon, or to use a cartoon for a puppet show. Students are required to write and to perform the dialogue for the entire class. Because a small stage can be made and the students can hide behind a table when speaking, this can lower student anxiety about using the language.

14. Cut out cartoons from different series and paste them onto one big piece of paper.

    Pass the cartoons out around the class without the dialogues attached. Next, let the students listen to a series of dialogues that you have pre-recorded onto an audiocassette. Allow students to match the conversation with the correct set of cartoon characters based on the visual image.

## ACTIVITY # 9: USING THE INTERNET WITH GULF ARAB STUDENTS

Previous publication by Chris Canning on Dave's ESL Café reference:
http://www.eslcafe.com/ideas/sefer.cgi?display:927326670-6791.txt

### Idea #1: Introduction

Ask students to brainstorm what they know, and don't know, about the Internet. It is important to discuss the differences between good and bad sites. Next, introduce them to the different search engines and URL addresses that can be used to locate information. Give each student five URL addresses to look up for homework and one site location to find, to introduce the concept of the Internet.

### Idea # 2. Teach your students to build a homepage in English.

Students can create free homepages through a number of different search engines. One of the fastest, and most popular, free homepage services is TRIPOD. Students can create homepages even if they do not understand HTML. Homepages allow students to describe themselves in English. Allow students to access, and to read, each other's homepages as a follow-up activity. [Site: www.tripod.com]

**Idea # 3. Allow students to set up free hotmail accounts.**

Require students to send a minimum of three email letters each day and to write three response letters. These programs require students to write in English and, therefore, encourage students to practice using the language in a practical environment.

**Idea # 4. Teach students how to access electronic greeting cards.**

This skill requires them to read, follow directions, and to write in the English language. (sites: www.bluemountain.com, www.bemine.com, www.ohmygoodness.com)

**Idea # 5. Teach students how to write and read classified adds using the net.**

Students can read and place free advertisements in the YAHOO CLASSIFIEDS. Yahoo offers this service on their homepage (site: www.yahoo.com).

**Idea # 6. Encourage students to visit 'DAVE's ESL Cafe' on a regular basis.**

There are many places at this site, which will help students with their English Language skills.

## ACTIVITY #10: BREAKING DOWN THE READING PROCESS THE PARAGRAPH NOTEBOOK

Previous publication by Chris Canning on Dave's ESL Café reference

http://www.eslcafe.com/ideas/sefer.cgi?display:926274531-5049.txt

http://www.eslcafe.com/ideas/sefer.cgi?display:966415566-705.txt

1. Photocopy a one-page reading. Ask the students to cut out each paragraph, and to tape it (paragraph by paragraph) inside the notebook. Between each paragraph, ask the students to skip 10 lines.
2. Ask the students to underline, in pencil, all of those vocabulary words which they do not understand. Tell them to write each word under the paragraph. Ask each student to write his or her words on the board. Ask the students to come up with a working definition based on context clues from the reading, and to write this definition under the corresponding paragraph.

3. Ask the students to write the main idea for the paragraph. An alternative option would be to ask them to write a concluding sentence that summarizes the paragraph.

4. Ask students to list any facts, or supporting details, which they find in the paragraph. Compare the students' answers on the board. Allow students to add, or remove, items from the lists in their notebooks. Ask students to circle all of the verbs in the paragraph, or ask the students to write an opinion statement about the paragraph.

# INTRODUCTION TO HTML AND WEB WORK

Larry N. Garrett, FWC

THIS LESSON IS BEST SUITED WITH HD1. HOWEVER, IT CAN BE MODIFIED TO MEET THE NEEDS OF OTHER LEVELS

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CHAPTER FORTY

## AIM OF LESSON:

The aim of this lesson is to introduce students to HTML code and to web work. All too often, when planning instruction to teach students to plan, design, write, and test web pages, teachers focus on the technical instructional resources needed. They explore FrontPage and DreamWeaver, and they study-up on Flash and java script. These tools are wonderful aids to web design, but students need to understand that a great deal of the success of any web site is the planning, design, and control which they exercise over the page. This lesson is written, and has been tested in the laboratory, to introduce students to web work using a very low technical threshold. With a firm understanding of the principles in this lesson and, perhaps, additional practice, students will be ready to move on to the use of advanced tools.

## MATERIALS NEEDED:

A word processor or Notepad, a photo editing tool such as Photo Editor, and an Internet browser.

## ANTICIPATED PROBLEMS & SOLUTIONS:

I have not had any significant problems with this lesson. Sometimes, students are impatient and do not take the time to key the code correctly. This frustration, if it arises, is a part of the lesson. The idea is that you need to be precise and accurate in your work and you need to take the time to check your work carefully. Experience has proved that, with time, students will work out the problems for themselves. While the teacher should be mindful of this type of problem, he or she should not be quick to rush in and key the code correctly, or to solve the 'problem' for the student. The idea is for the student to exercise meta-analysis: 'What is wrong with my thinking?', 'What do I need to do now?', 'How can I make this work?'. In other words, the student needs to think about his or her own thinking, attack the problem, and solve it.

## DESCRIPTION OF ACTIVITIES:

**The lesson plan is attached.**

Alternative ways to use the lesson: The plan does require some 'teacher talk', up front. However, this part does not have to be presented by the teacher. For example, older, or more advanced, students may present the lesson to other students. Also, although the plan is written as an individual exercise, it could run as well as a team task. The teacher could also have one group, or team, write the program but not test it, and have a second team test the program and evaluate it. The teacher could also extend the lesson by

# INTRODUCTION TO HTML AND WEB WORK

Larry N. Garrett, FWC



having individuals, or teams, present their completed page to the class on the multimedia projector and have others in class, either formally in writing, or verbally, offer feedback on what works well and what does not. The lesson is very flexible and teachers, no doubt, will find other ways to apply it.

## TEACHER COMMENTS:

There are no real limitations, but this is a computer-based exercise and would probably work best with a group of 20 students or fewer.

Before we start to plan and design web pages, or to use web tools, we need to review some technical vocabulary which should already be familiar to us and we need to introduce some terms which are new.

To begin, a 'server' is a computer designed to accept and to distribute data across a network. When you want to see documents:

- You request the information through client software (browser -e.g. Netscape Navigator).
- Your request travels across the network to the server.
- The server interprets and obtains the requested information.
- The server sends the information back to the client, for display.

By 1994, when there were only 2 738 web servers on the web, Netscape Navigator was the browser of choice. It is fast and easy to use and, by 1994 it had captured 80% of the web browser market.

Today, there are about 320 000 web servers, and each contains hundreds or thousands of documents or 'web pages'. MS Internet Explorer and other popular browsers have entered the market, but many users cling to what they know and can use effectively, and there are still a vast number of Navigator browsers out there.

In order to ensure consistency, all documents made available over the WWW must be written in a language (defined by the World Wide Web Consortium) known as the 'Hypertext Markup Language', 'HTML'.

HTML is a 'markup language', that is a language which merely describes the document's structure instead of its appearance. The user's browser and machine specifications determine the actual appearance of the document. It is true that you can never be certain exactly what your pages will look like on every user's computer. This underscores, however, the need to check your work on at least the two most popular browsers: Navigator and Explorer.

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## EXERCISE

Most of our web work in IADM 150, will be done using the authoring system, MS FrontPage 2000. This tool allows you to create web pages without ever seeing or understanding anything about the HTML code, which supports the pages.

It is fine to use efficient tools like FrontPage and DreamWeaver. However, I also feel it is important to learn something about the HTML language so that, if need be, you can trouble-shoot your own pages and gain an element of control over those pages which authoring systems do not allow. You should realize that you do not need a powerful authoring system to write web pages; you can create beautiful pages with MS Word, or, as we are going to see, with a text editor like Notepad.

I want us to write this first short program together. I will write and show the code on the multimedia projector and, in some cases, discuss the purpose of the code, and then ask you to write the code in your own file.

Save your work to your account on the L: drive.

- Turn on your computer and, open the accessory Notepad.
- HTML programs describe the web pages using tags, and most tags come in pairs --one tag opens a descriptor, and another tag closes the descriptor.
- Tags are always enclosed within angle brackets < >.
- All HTML programs open with the tag <HTML>. Type this tag, all capitals, as your first entry. I recommend that you key tags in upper-case letters.
- The next part of an HTML program, the heading, is very important, but most designers take little notice and make little use of it. The HEAD is, in fact, one of the most important sections of your documents: it not only holds the document title, but it is also used to contain information that will help Internet search engines (e.g. AltaVista, InfoSeek, Yahoo, etc.) catalog your document correctly. Of course, in class, your head will not really matter: few, outside the college, will ever see your pages and they may not even make it onto the Internet. However, when you go to work, your organization may find the use of the HEAD critical to the success of the company. Directly under the tag <HTML>, key <HEAD>
- When working with images, there are several things to consider. First, use ALT tags to describe what a picture shows. This message will show up as a yellow box, even if the viewer cannot see your picture. For those who can see the image the ALT gives you a chance to tell the user what he or she is looking at. Always use ALT tags.

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- Next, is size. Images load before the text, and if you specify image size it helps the browser to frame out your entire page before loading. This helps the image to appear to load faster. Be careful with image size, however.

In the program we are working on, I used a .jpg (when you scan a picture keep the output resolution size to 100, to ensure the image is as small as possible) image named camels.jpg. I knew I wanted the width of my picture, on my web page, to be 150 pixels. However, I did not want to 'squash' my camels (the idea is to make your site as appealing as possible) so I needed to keep the pixel size in proportion.

When working with images if you do not write down or remember the exact pixel size of your images then you have to go back to the original image and use a tool like Photo Editor to check the size of the original image. DEMONSTRATE

The original image is 480 x 229 pixels. To find the correct ratio I need to divide 229/480 = 0.4770%. Now I need to multiply 0.4770*150 to find out the height of the image for my web page. The answer is 71.5625 or 72 pixels.

You should also consider the image name. Keep the name short, meaningful, and all lower case. Store the image in the same folder where you keep the HTML files.

- Key <IMG SRC="camels.jpg" WIDTH ="150" HEIGHT="72" ALIGN "CENTER" ALT="Camels are a common sight in the United Arab Emirates.">

- When you start to type text, or 'paragraphs' in HTML you need to use the <P> tag. Key <P> The earliest major settlements in what is today the United Arab Emirates date to the Bronze Age. There are towns in the Emirates settled in wadis where people have lived for at least 7000 years. And the magic is that one can still find Bronze Age relics just lying on the surface of the sand dunes!<P>

- Now I want another image. Again, I want the width to be 150 pixels but I do not know the height to set to keep the ratio. The name of the photo is heylcastle.jpg. First use Photo Editor and calculate the dimensions of the photo. Then key <IMG SRC="heylcastle.jpg"WIDTH="150" HEIGHT="?" ALIGN="RIGHT" ALT="There are castles to visit, wadis to explore, and deserts to hike. This is Heyle Castle in Fujairah.">

- Often you want to give visitors to your site the chance to see other sites related to your own. You do this by providing links to other sites on the Internet. Note that in business you should always ask the webmaster of the other site if you can link to his,or her site and you should offer to let him/her link to your site. The popularity of your site (rating) is not determined by the number of visitors to your site but by the number of links coming to it! An external link is only one type of link: you can also link to other pages on your own site and to your email address.

Key: <A HREF=http://travel.lycos.com/destinations/location.asp?pid=409022>

More on the UAE!

<BR>

<A HREF="mailto:larry.garrett@hct.ac.ae>

email Me for Travel Details to the UAE!

</A>

Put your own email for your own class.

- The <BR> tag does not have a mate. It is like pressing the Enter key in Word and it gives you one blank line on the page. Of course, you can use a series of these tags if you want.
- Now close tags you opened earlier. Type:

</A>

</BODY>

</HTML>

- Now it is time to save your page. Generally, you name your first page 'index' and be certain to save it with the .html (.htm) extension.
- Now comes the enjoyable part: test your page in Netscape Navigator and Explorer! 'Tweak' your code until it is perfect.

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# 40 INTRODUCTION TO HTML AND WEB WORK

Larry N. Garrett, FWC

CHAPTER FORTY

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```
<HTML>
<HEAD>
<TITLE>The United Arab Emirates</TITLE>
<META NAME="description" CONTENT="Describe your site here in 250
characters or less.">
<META NAME="keywords"
CONTENT="words,about,or,from,your,web,pages,and,not,only,the,first,page">
</HEAD>
<BODY BGCOLOR="teal" TEXT="silver">
<H3> <BLOCKQUOTE><CENTER>COME TO FUJAIRAH AND THE UNITED ARAB
EMIRATES!</H3>
<IMG SRC="camels.jpg" WIDTH="150" HEIGHT="72" ALIGN="CENTER"
ALT="Camels are a common sight in the United Arab Emirates">
<P>The earliest major settlements in what is today the United Arab Emirates
date to the Bronze Age. There are towns in the Emirates settled in wadis
where people have lived for at least 7 000 years. And the magic is that one
can still find Bronze Age relics just lying on the surface of the sand dunes!</P>
<IMG SRC="heylcastle.jpg" WIDTH="150" HEIGHT="120" ALIGN ="RIGHT"
ALT="There are castles to visit, wadis to explore, and deserts to hike. This is
Heyle Castle in Fujairah.">
<A HREF="http://travel.lycos.com/destinations/location.asp?pid=409022">
More on the UAE!
<BR>
<A HREF="mailto:larry.garrett@hct.ac.ae">
email Me for Travel Details to the UAE!
</A>
</BODY>
</HTML>
```

Put your own email for your own class.

# WRITING RESUMES & CVs: GET THAT NEXT JOB!

Paul Rawcliffe, ADMC

THIS LESSON IS SUITABLE WITH ALL LEVELS

41

CHAPTER FORTY ONE

## THE AIM:

To help students develop the writing skills necessary to create individual CVs and résumés.

## ANTICIPATED PROBLEMS & SOLUTIONS:

Students may have problems choosing the proper formats and professional experiences relevant to a working résumé and/or CV. Supplying sample résumés for students to read, prior to the lesson, may allow them to compare styles and information related to formatting the perfect CV.

## MATERIALS NEEDED:

Paper and, if possible, samples of good and bad résumés/CVs.

## ALTERNATIVE LESSON PLAN IDEAS:

If your class is able to create a cover letter to accompany the résumé/CV, then it is advisable to take this lesson a step further.

# 41 WRITING RESUMES & CVs: GET THAT NEXT JOB!

Paul Rawcliffe, ADMC

CHAPTER FORTY ONE

THIS LESSON IS SUITABLE WITH ALL LEVELS

## DESCRIPTION OF ACTIVITIES:

### Lesson Plan

| TIMING | PROCEDURE/ACTIVITY | INTERACTION | RATIONALE |
|---|---|---|---|
| 2 min | Take the register and get the class settled. | T-Ss | |
| 2 min | Elicit what a CV is, and when/how it is used. Tell the Ss that they are going to write their own CVs today, first on paper and then word process them and save them to a floppy disk. | T-Ss<br>Ss-T | To get Ss thinking about the task. |
| 8 min | Project OHT 1, and go over the details of each section. Check that they know the vocabulary. | T-Ss<br>Ss-T | Ss see a real CV and can look at its layout and content. |
| 5 min | Project OHT 2 and draw Ss' attention to the main areas. | T-Ss | Ss focus on the layout. |
| 2 min | Distribute paper and project OHT 3. Explain to Ss that we are going to go through the CV systematically and they are going to write about themselves. | T-Ss | To make sure Ss know what they are doing. |
| 20 min | Starting with their names, go through each part and monitor as necessary. T only uncovers one section at a time. Ss check and help each other throughout this stage. | T-Ss<br>S-S | Adopting a very guided, systematic, approach should ensure that all Ss complete the task satisfactorily. |
| 5 min | Put Ss into pairs, and ask them to look through each others work and make any corrections / additions they think will improve the work. Give each pair a copy of OHT 1 and ask them to use it to see if they can further improve their CVs. T monitors and helps where necessary. | S-S | To encourage peer correction and get Ss 'polishing' their work. |
| 1 min | Remind Ss that the next task is to word process the CV and save it to disk. | T-Ss | To make sure the Ss know when and where to meet. |

## EXAMPLE OHP1:

### Curriculum Vitae

**PERSONAL DETAILS**

| | |
|---|---|
| Name: | Fatima Mohammed Al Muhary |
| Address: | PO Box 589<br>Abu Dhabi, UAE |
| Telephone: | (02) 342749 - Residence<br>(050) 639081 - Mobile |
| Date of Birth: | 15 October 1981 |
| Nationality: | Emirati |
| Status: | Married |

**EDUCATION AND QUALIFICATIONS**

| | |
|---|---|
| 2000 - 2001 | Diploma in Applied Business<br>Abu Dhabi Women's College<br>Higher Colleges of Technology<br>Abu Dhabi, United Arab Emirates |
| 1998 - 2000 | Certificate in General Business<br>Abu Dhabi Women's College<br>Higher Colleges of Technology<br>Abu Dhabi, United Arab Emirates |
| 1997 - 2000 | High School Certificate<br>Al Whatever Girl's School<br>Abu Dhabi, United Arab Emirates |

**WORK EXPERIENCE**

| | |
|---|---|
| May 2000<br>(4 weeks) | Certificate Programme Work Placement<br>Mohammed Bin Masaood & Sons<br>Abu Dhabi |
| Position: | Worked in Sales and Purchasing Departments |
| Duties: | Filing<br>Typing<br>Order completion<br>Answering telephones |

**ADDITIONAL TRAINING**

| | |
|---|---|
| July 1996 | Introduction to Microsoft Word (3 day course)<br>Nadia Training Institute<br>Abu Dhabi, UAE |

**SKILLS**

| | |
|---|---|
| Languages | Arabic: Native speaker<br>English: Good |
| Computing | Word processing<br>Spreadsheets<br>PowerPoint<br>Access Database<br>Arabic Keyboarding |
| Office Skills | Filing<br>Reception<br>Switchboard<br>Accounting<br>Petty Cash Control |

**INTERESTS AND ACTIVITIES**

Drawing
Cooking
Reading
Working on the computer

**ADDITIONAL INFORMATION**

I hold a full UAE driving licence

**REFERENCES**

| | |
|---|---|
| Mr Tadhg Flahive<br>Business Supervisor<br>Abu Dhabi Women's College<br>PO Box 41012<br>Abu Dhabi, UAE<br>Tel: (02) 6413839 | Ms Debbie Wheeler<br>Business Instructor<br>Abu Dhabi Women's College<br>PO Box 41012<br>Abu Dhabi, UAE<br>Tel: (02) 6413839 |

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# WRITING RESUMES & CVs: GET THAT NEXT JOB!

Paul Rawcliffe, ADMC

THIS LESSON IS SUITABLE WITH ALL LEVELS

**EXAMPLE OHP2:**

Curriculum Vitae

| | |
|---|---|
| **NAME** | |
| **PO BOX** | |
| **EMIRATE** | |
| **UAE** | |
| **TEL / FAX / MOBILE** | |
| **PERSONAL DETAILS** | All about you. |
| **EDUCATION** | Start with what you are doing now and work backwards |
| **SKILLS** | Computer<br>Which software can you use?<br><br>Office<br>General skills?<br><br>Languages<br>Which? How well?<br><br>Keyboarding<br>How fast? |
| **WORK EXPERIENCE** | Think of any work you have done - paid or unpaid, and say what your duties were. |
| **INTERESTS AND ACTIVITIES** | Don't write "Watching TV and sleeping" !! |
| **ACHIEVEMENTS** | Have you won any awards? |
| **REFERENCES** | Write the names and addresses of two people who can say good things about your work. |

EXAMPLE OHP3

Curriculum Vitae

**PERSONAL DETAILS**

**EDUCATION AND QUALIFICATIONS**

**WORK EXPERIENCE**

**ADDITIONAL TRAINING**

**SKILLS**

**INTERESTS AND ACTIVITIES**

**ACHIEVEMENTS / ADDITIONAL INFORMATION**

**REFERENCES**

# TAKING A TRIP:

## LISTENING, ORDERING, RETELLING AND WRITING A STORY ABOUT A TRIP

Val Evans, DWC

42

THIS LESSON IS BEST SUITED FOR CD 1

CHAPTER FORTY TWO

## TECHNIQUE:

Communicative Methodology : Listening Dictation.

## OBJECTIVES:

- To provide listening, speaking, writing and reading practice.
- To practice the use of sequencers [i.e. next, after that etc] when retelling a narrative.
- To expand vocabulary related to the lexis of travel i.e. adjectives.
- To provide models of the types of things that people do when travelling.
- To provide teacher input and then student output.

## MATERIALS NEEDED:

For Teacher Presentation - single copies of:

- Teacher's Script
- Copy of picture sequence on OHT

For Students - one per student:

- Copy of picture sequence.
- Scissors, glue, paste - if the teacher chooses the option to cut, paste and then write for the final version presentation.
- Writing paper [optional].

# TAKING A TRIP:

## LISTENING, ORDERING, RETELLING AND WRITING A STORY ABOUT A TRIP

Val Evans. DWC

THIS LESSON IS BEST SUITED FOR CD 1

## POSSIBLE ANTICIPATED PROBLEMS:

- The students may be unfamiliar with the format. The teacher can choose to explain, or simply work through the process, telling the students they are going to do something new that will help them with their reading, writing, listening and speaking skills.
- The students will want to number the pictures during the first hearing. They must not, as this is the listening stage only, when the information is being given to them as input.
- Pairings of students. The method of pairing students together needs to be decided before the lesson.
- Some classes will have an odd number of students, one group can be a threesome.
- When students retell the story, specify that they must take turns telling about each picture alternatively or must tell the complete story individually.
- Fast finishers can be re-grouped, again, to retell the story.
- Slower students do not necessarily have to complete the reading. Sometimes, students feel negative if they do not get to finish a task; however, the overall speed of the group will be the guide for when the teacher should move onto the next step.
- The vocabulary to be used needs to be identified, especially where there are cultural differences or differences between American English and, say, British English. For example, we have 'suitcases', 'luggage', 'bags', 'baggage', etc. The students may be given each of the alternatives or specifics, according to their needs.
- Spelling: draw the student's attention to alternative American and British English spellings. Decide what their needs are. The usual guideline, these days, is that they should be consistent with one or the other -e.g. 'traveling' or 'travelling'.

# TAKING A TRIP:

## LISTENING, ORDERING, RETELLING AND WRITING A STORY ABOUT A TRIP

Val Evans, DWC

42

THIS LESSON IS BEST SUITED FOR CD 1

CHAPTER FORTY TWO

## DESCRIPTION OF ACTIVITIES:

| Full Explanation | Summary of Step |
|---|---|
| 1. The teacher explains to students that they are going to hear a story about her/his last holiday. | Explain and outline activity. |
| 2. Either a) or b)<br>a) use an OHT and tell the story.<br>b) hand out individual copies of the story pictures to each student.<br>* Students must NOT have any pens or pencils in their hands. | Tell the story while students listen and identify the visual. |
| 3. Re-tell the story – students number the pictures as the story is retold. | Re-tell the story.<br>Numbering of picture clues. |
| 4. Teacher re-reads the story and students check their numbering (teacher does not say picture 1 etc). | Re-tell story (third time students have heard the text). |
| 5. Sort class into pairs. This can be done a number of different ways. Some suggestions are:<br>• weaker students with stronger students<br>• randomly<br>• with the person opposite them<br>• with the person beside them<br>• using word cards (e.g. paired cards like ward + robe; find the other part of your word and find your partner) | Divide class into pairs. |
| 6. Students now re-tell the story to each other using the vocabulary and text as they have heard it. | Students re-tell the story individually in pairs. |

# TAKING A TRIP:

## LISTENING, ORDERING, RETELLING AND WRITING A STORY ABOUT A TRIP

Val Evans, DWC

THIS LESSON IS BEST SUITED FOR CD 1

| | |
|---|---|
| 7. If students are weaker, change the pairings again. Use a different method e.g. line the students up from shortest to tallest and pair the shortest with the tallest. This provides reinforcement of comparatives and superlatives. | Optional – change pairings.<br>Repeat activity. |
| 8. Students are now told that they are going to write the story themselves. The teacher asks them if there is any additional vocabulary that they might need and writes these on the board. If desired (the students can be asked), the story is retold by the teacher again.<br>Alternative: students can cut the picture clues up and can repaste them in order and write underneath the pictures. | Now, prepare students to write the story.<br>Identify vocabulary needs.<br>Re-read if desired. |
| 9. Students write individually, with the teacher circulating and checking that they are not having any problems. | Individual writing.<br>Teacher monitoring. |

## TEACHER'S SCRIPT

- Where the words have a slash (/), then either of the alternatives can be used. However, be consistent once you have decided which one to use.
- You will read the script the first time, stopping on every full stop. Take a short breath at each comma. Try to use intonation and syntax. Allow a short space of time at the end of each sentence to allow the students time to locate the picture, but do not stop for too long. Try to keep the speech at a normal pace if possible.
- On the second reading, check whether the students are numbering the pictures as you read.
- The script is read again so the students can check their ordering.

# TAKING A TRIP:

## LISTENING, ORDERING, RETELLING AND WRITING A STORY ABOUT A TRIP

Val Evans, DWC

42

CHAPTER FORTY TWO

THIS LESSON IS BEST SUITED FOR CD 1

1. My name is XXXX (use your own name to personalise the story).
2. I stopped working at Fujairah Women's College on the 18th of July.
3. Then I packed my two suitcases/bags/luggage/valets.
4. After that, I went/travelled/drove to Dubai International Airport and caught the plane at the airport.
5. Then I flew to Switzerland.
6. Next I went to the Grand Hotel by taxi and I stayed at the Grand Hotel for a week....
7. and I saw many big, beautiful snow-covered mountains.
8. I also went skiing on the mountains.
9. But I am not a very good skier so I fell down many times.
10. After that, I went by boat/ship to France.
11. In France, I went to the museum. At the museum, I saw some famous paintings.
12. Then I saw the Eiffel Tower. It is very tall.
13. Next, I saw the Arc De Triomphe. It is a very, very old gate.
14. Finally, I flew home to the United Arab Emirates. The plane landed at Dubai International Airport ...
15. and I started work again on the 23rd August.

*Flesch-Kinced Reading Level 6.5*

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# AROUND THE WORLD

Steve Allison, ADMC

43

THIS LESSON IS SUITABLE FOR ANY LEVEL IN ANY MAJOR

CHAPTER FORTY THREE

## AIM OF LESSON:

To develop general research skills, as well as comparatives and superlatives (can be conducted over four or five lessons depending on student abilities and college facilities).

Integrated skills practice (Reading: Internet articles and information. Writing: e-mails. Listening and Speaking: follow up classroom activities and general discussions about the findings).

## MATERIALS NEEDED:

Access to a computer laboratory with Internet and e-mail facilities, info-fill sheets (attached).

## ANTICIPATED PROBLEMS AND SOLUTIONS:

You would need to make sure that each student has an e-mail address and basic Internet search skills. This lesson assumes that the grammar for comparatives and superlatives have been taught adequately prior to these activities.

You should set a realistic deadline for the students to complete the research and follow up activities. This should be achievable with four or five 45-minute lessons in a computer laboratory, depending on the options used; it could be longer or shorter depending on class members' abilities.

Students with little experience or knowledge about search refining could get swamped by the number of responses a search engine would generate. If this is the case, then start them off by using some of the more specific links (see page 214). Those with a better grasp of Internet search engines can go to the more general search sites.

Students should be encouraged to exchange information via communication activities rather than simply copy from each other. This could be in the classroom feedback sessions, or via e-mails.

# 43 AROUND THE WORLD

Steve Allison, ADMC

CHAPTER FORTY THREE | THIS LESSON IS SUITABLE FOR ANY LEVEL IN ANY MAJOR

## DESCRIPTION OF ACTIVITIES:

- Depending on the number of students in the class, write the names of the correct number of countries on strips of paper and place them in a container. [*Make sure that the countries selected are realistically open to investigation.]
- Students draw out paper strips from the container, thus allocating them a country to investigate.
- Students then have the option of conducting their own information search or the teacher can guide the students to specific web sites (see list below).
- Students gather information about the country in question and fill-in the worksheet (see page 216).
- In the normal classroom, students work together in small groups (teacher's discretion over size, but groups of three or four would be appropriate) to exchange information, OR, in the computer room, use e-mail to send and receive information between each other.
- Students send an e-mail attachment (using MS Word) to teacher and students (in other groups) giving basic information about the country investigated and the information gathered from group work, whilst working in the grammar of comparatives and superlatives. Length of written work dependent upon student level and course requirements.
- Follow-up by having a wall map with pins and pieces of string linking the country in question with a piece of written work from the student who originally researched that country. This could include a colour picture and the flag of the country, as well as examples of sports teams, festivals, and other cultural aspects of the country in question.

## ALTERNATIVE WAYS TO USE THE LESSON:

- If the class is relatively low in its abilities, simply having the students fill in the grid would be adequate rather than writing paragraphs or extended pieces of work.
- Develop the research grid to include more categories of information to be researched, depending on what you think the students would be capable of.
- Depending on the abilities of the class, the students could write extended pieces on the descriptions, in line with overall course requirements.

- If the course focus is on other grammatical items, these too can be worked in equally as well, e.g. prepositions of location, passives, present simple, past simple (if investigating the history of places), etc.
- Instead of doing a speaking/listening information exchange, students could e-mail each other with questions to help them complete their grids. This would add more practice to writing skills and familiarity with using e-mail facilities.
- This would work equally well with towns and cities, whether on a local, national, regional or international basis.
- The teacher may like to use this as a repeated exercise focusing on different regions of the world each time it is used.
- It would work just as well if used as a non-internet based activity where students practice research skills in the LRC.
- Similar research activities can take place using different items such as vehicles, houses, companies, computers, etc., and can be tailored to meet the linguistic focus of the major subject area.
- The students would be encouraged to check with each other that the information they are given is correct rather than just using a one-off occasion to write down the information. This would be an opportunity for peer correction.
- The teacher would be able to check the information gathered by each group, and where discrepancies occur (even in spellings) get the students to check again with each other.
- If Internet and LRC/library resources are scarce, teacher could produce a number of A4 sized cards (laminated) with the basics of information for each location and the students then just carry on from the point of doing the information exchange exercises with each other.

## TEACHER COMMENTS:

This kind of activity is restricted only by the number of computers available or a lack of network connections. All activities can be carried out in either Internet facilitated rooms or appropriately scheduled classrooms (for the information exchange part, if you choose to use this option). If you choose not to use the Internet for the research part, the LRC/library obviously needs to be sufficiently equipped with enough resource materials.

It is advisable that the teacher produces an example of what is expected of the students so that they have a working model to follow.

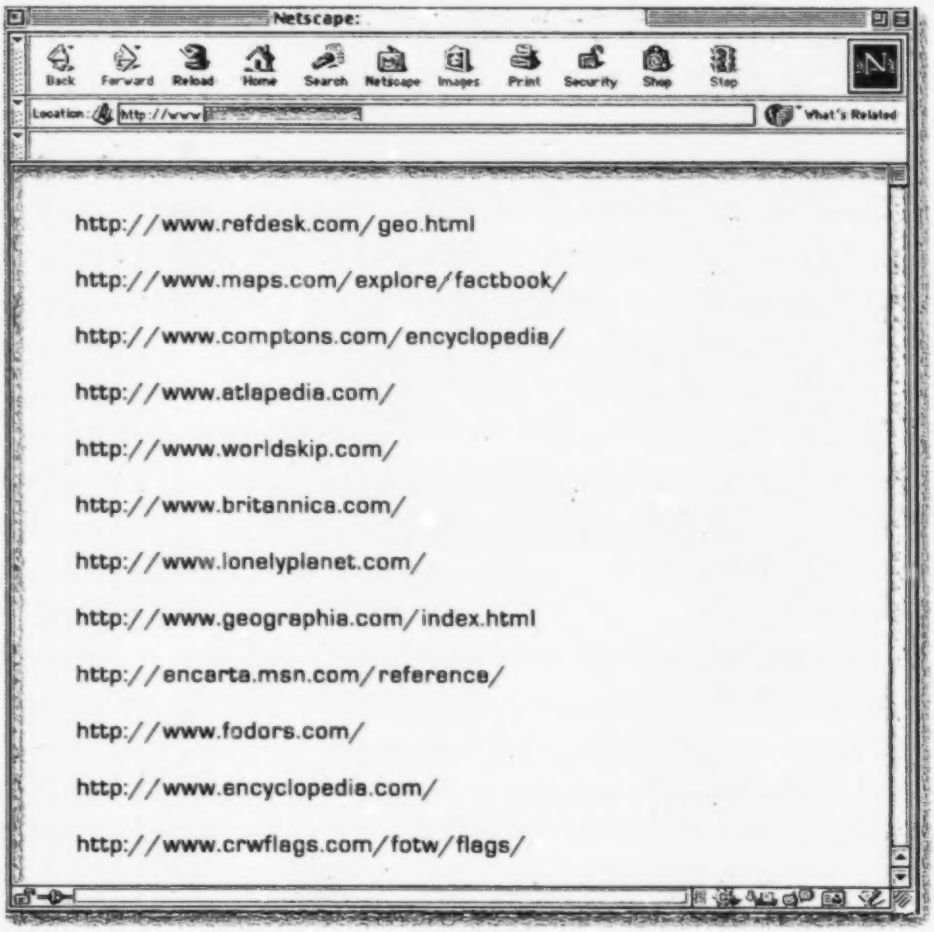
# AROUND THE WORLD

Steve Allison, ADMC



**USEFUL LINKS FOR SEARCHING:**

## Specific for countries and general encyclopaedia sites:

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## General Search Engines:

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# AROUND THE WORLD

Steve Allison, ADMC

THIS LESSON IS SUITABLE FOR ANY LEVEL IN ANY MAJOR

## Student Information Chart:

Name: _____ Number: _____ Class: _____

| Name | Me | 1. | 2. | 3. |
|---|---|---|---|---|
| Country | | | | |
| Capital City | | | | |
| Area | | | | |
| Language(s) | | | | |
| Population | | | | |
| Religion | | | | |
| Main Exports | | | | |
| Main Imports | | | | |
| Summer High Temperature | | | | |
| Winter Low Temperature | | | | |

# QUICK DICTIONARY IDEAS

Vilja Wheatcroft, ADWC

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THIS LESSON CAN BE USED WITH ALL STUDENTS

CHAPTER FORTY FOUR

All the activities below can be done after an initial introduction to using the dictionary has been given. Please note that all the page numbers below refer to the Longman Active Study Dictionary's new edition.

## AIM OF LESSON:

To improve students' dictionary skills.

## MATERIALS NEEDED:

Longman Active Study Dictionary

## DESCRIPTION OF ACTIVITIES:

### Idea #1:

1. Give the students recycled vocabulary. Next, ask the students to put the words in alphabetical order. Ask students to create their own dictionaries.

E.g.
1. acid
2. ant
3. apple
4. axe

### Idea #2:

2. Have a dictionary treasure hunt. Select words you want to either introduce, recycle or both and give the definitions and page numbers of the words to the students. Ask students to find the words from the definition. This is a good way of practicing scanning skills as well as dictionary skills. An alternative lesson idea would be to get the students to look at one of the picture pages, which corresponds with an area they are studying . Good examples to introduce the concepts would be clothes ( page 124), buildings (page 75) and/or describing people (page 272) of the dictionary. Next, ask students to learn as many of the words as possible in a given time and then give a test on them. As a follow up, do any of the vocabulary exercises found in the dictionary

For example, give students a selection of words you want to introduce or recycle. Ask them to look up the number of syllables and stress of the word and then say it to their partner.

## Idea #3:

3. Call my bluff - ask students to find words in their dictionaries that they like the sound of and look at the definition. [A nice way of preparing this exercise is to tell the students your favorite word in Arabic or any other language.] They then have to think of 2 extra false definitions, giving a total of 3 definitions to the rest of the class [one true and two false]. In groups, the rest of the class have to guess the correct definition.

## Idea #4:

4. Get students to find a particularly long word in the dictionary. Other students have to guess the stress pattern and the part of speech of the word. The team with the most correct answers wins.

## Idea #5:

5. Mime - turn to page 321 of the dictionary [feelings]. Students work in pairs to copy the facial expressions on the page while their partner tries to guess the feeling. The same can be done with page 714 on verbs of movement. An alternative idea would be to give students a table of words that have recently been introduced and which you want to recycle. Get them to fill in the missing elements of the table. Then give the students the table the following day/week/lesson with elements missing.

**An example mock up of the activity would look like:**

First lesson

| Word | Grammar | Sylables/stress | Definition | Example |
|---|---|---|---|---|
| Danger | Noun | danger | Someone or something that can harm you | I had a sudden feeling that Ben was in danger. |
| Disagree | Verb | disagree | To have a different opinion to someone else | He hates people who disagree with his ideas. |

Second lesson

| Word | Grammar | Sylables/stress | Definition | Example |
|---|---|---|---|---|
| Danger | Noun | danger | | I had a sudden feeling that Ben was in danger. |
| Disagree | | disagree | To have a different opinion to someone else | |

# APPENDIX A

# PICTURE GALLERY

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# APPENDIX A

## PICTURE GALLERY

45

CHAPTER FORTY FIVE

- The following pictures have been donated for teachers to photocopy for classroom use.
- These pictures can be used as writing and speaking prompts, as well as for a variety of activities.

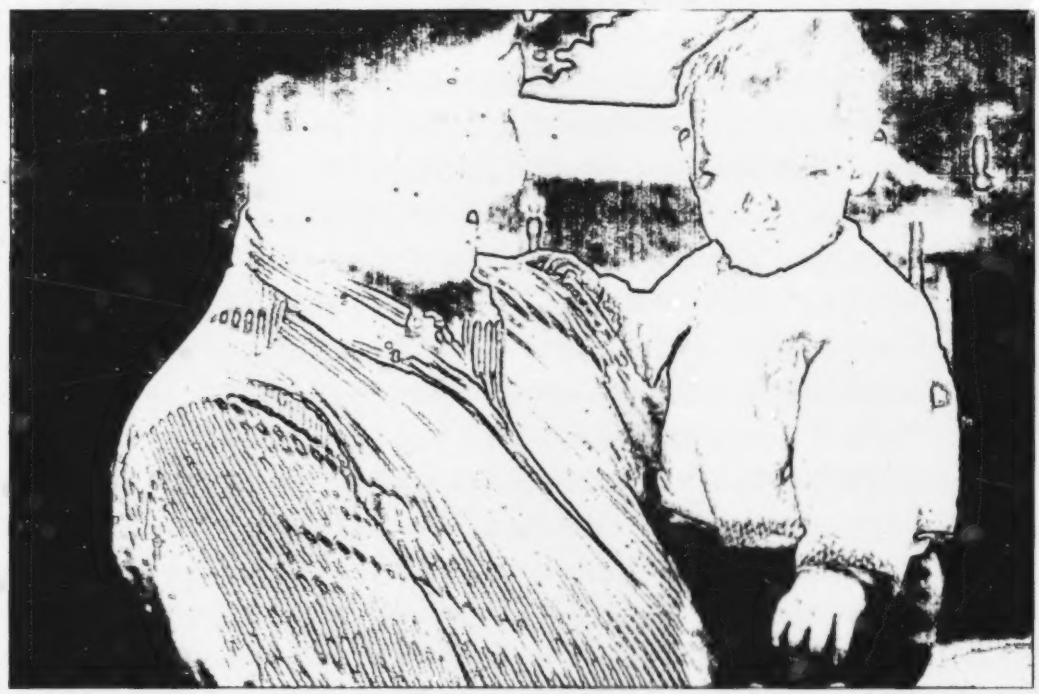

Photo: Courtesy of Mrs. Froni Crane, Housatonic, Massachusetts "The Angry Baby"

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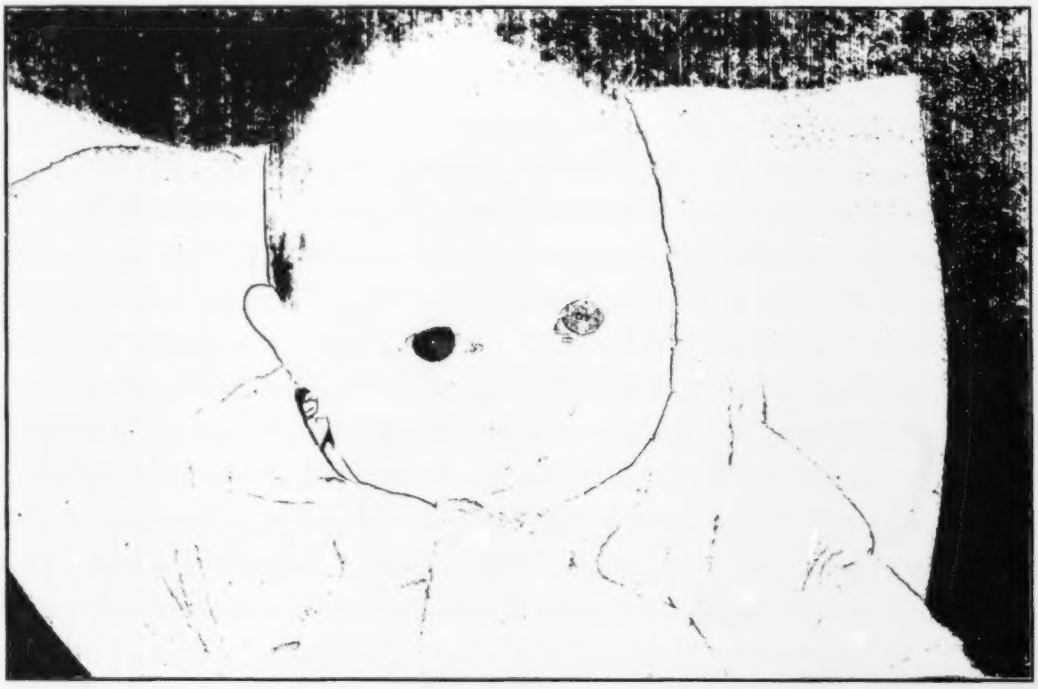
CHAPTER FORTY FIVE

# APPENDIX A

## PICTURE GALLERY



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## PICTURE GALLERY

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CHAPTER FORTY FIVE

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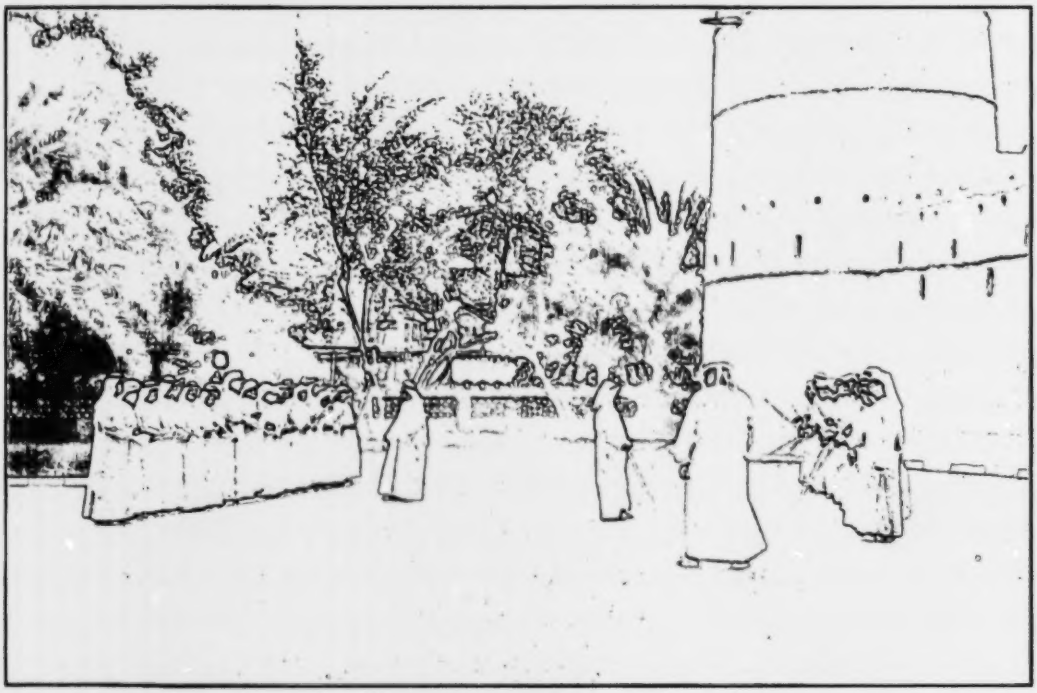

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## PICTURE GALLERY

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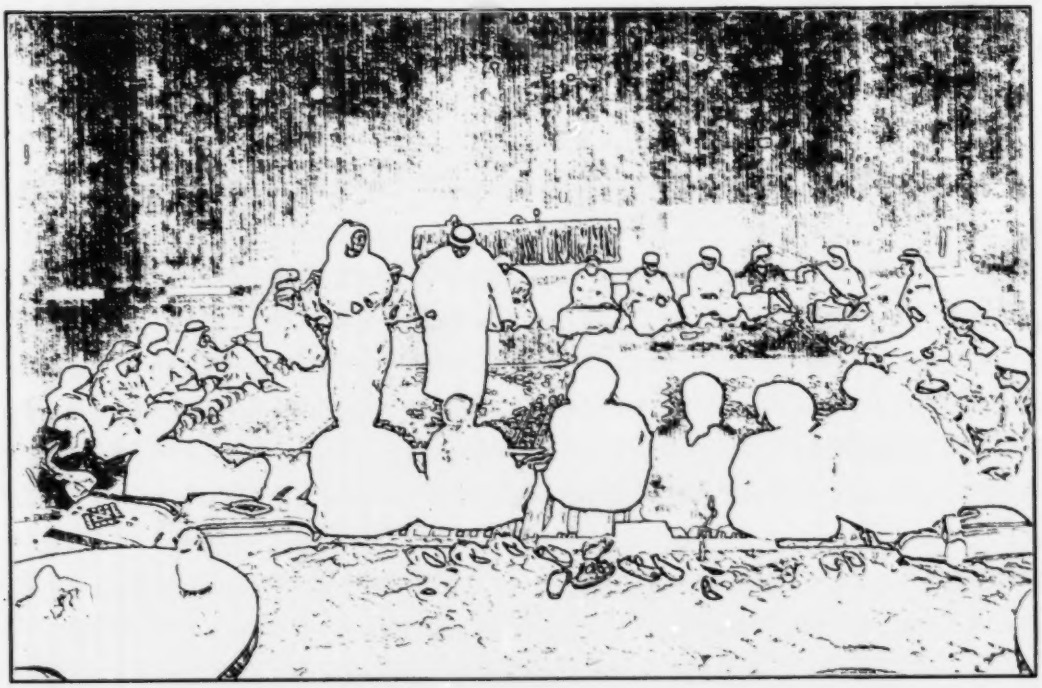

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CHAPTER FORTY FIVE

# APPENDIX A

## PICTURE GALLERY

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## PICTURE GALLERY

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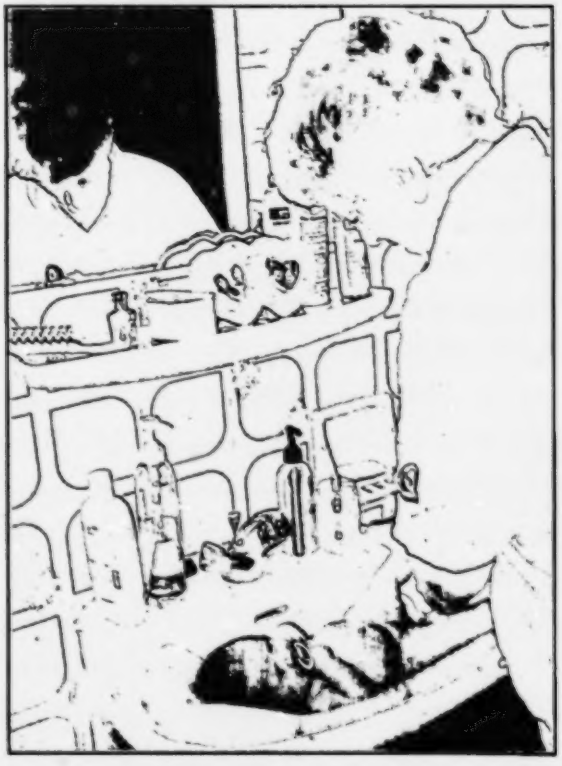

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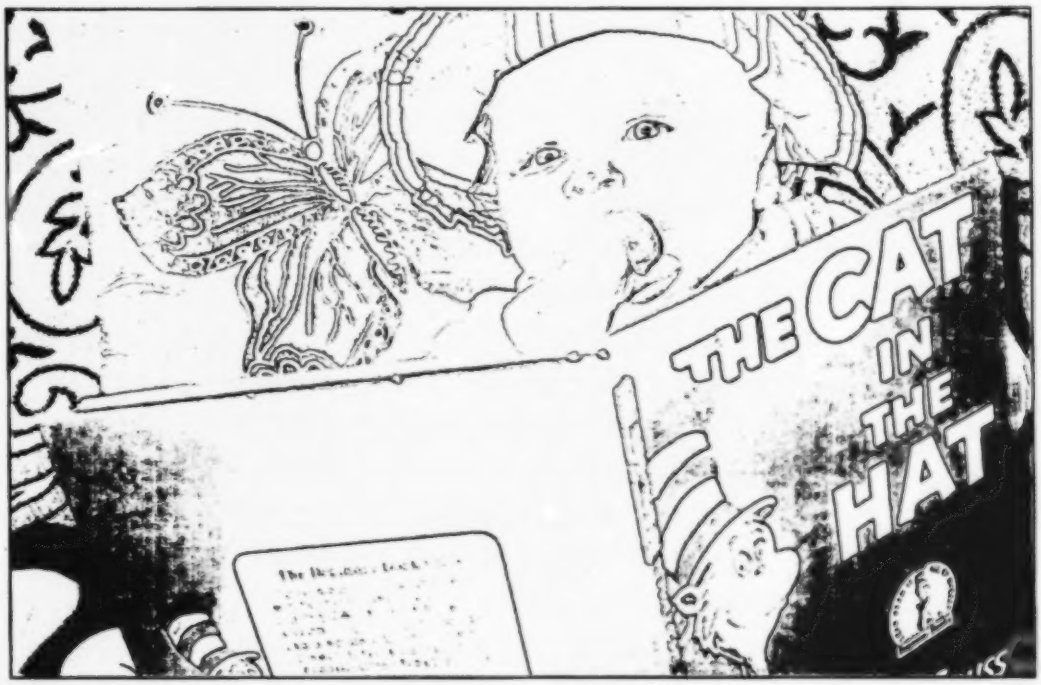


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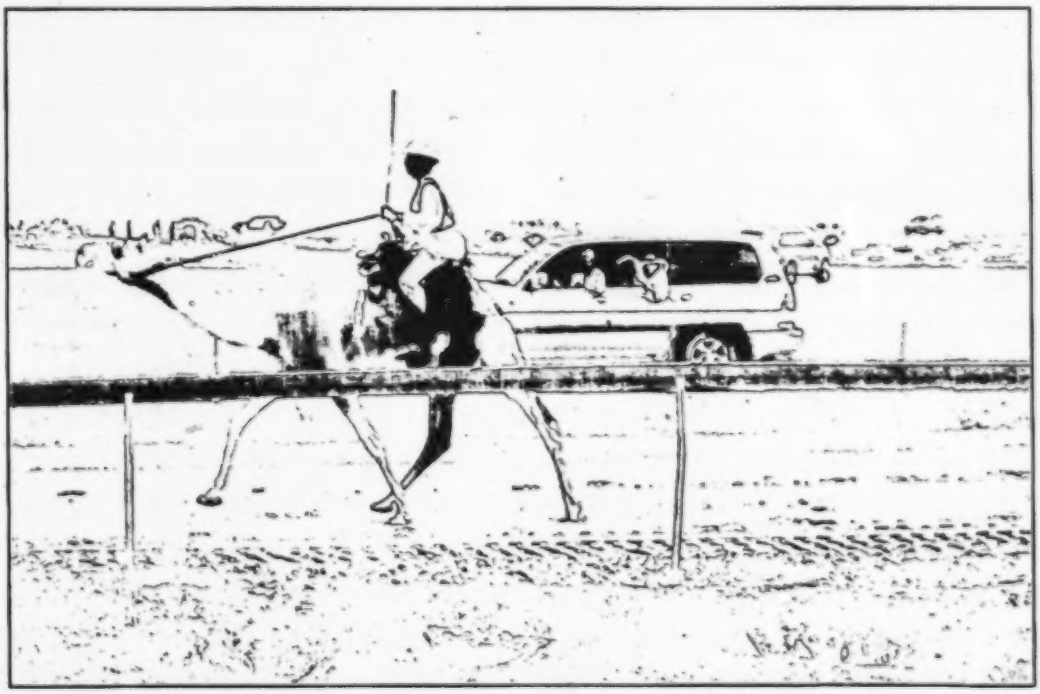

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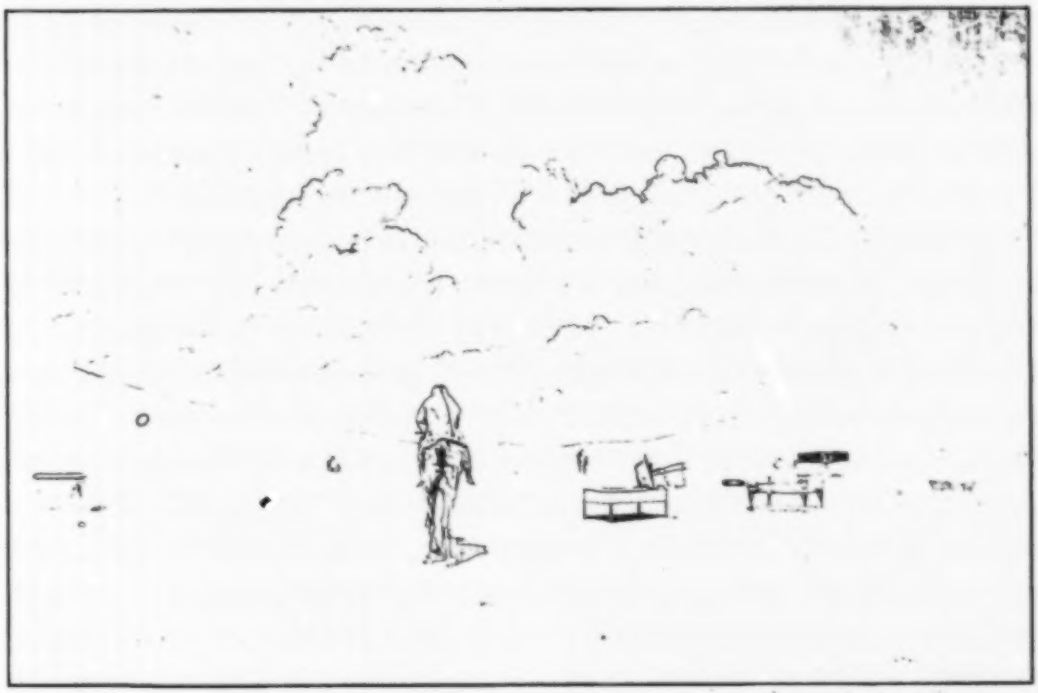

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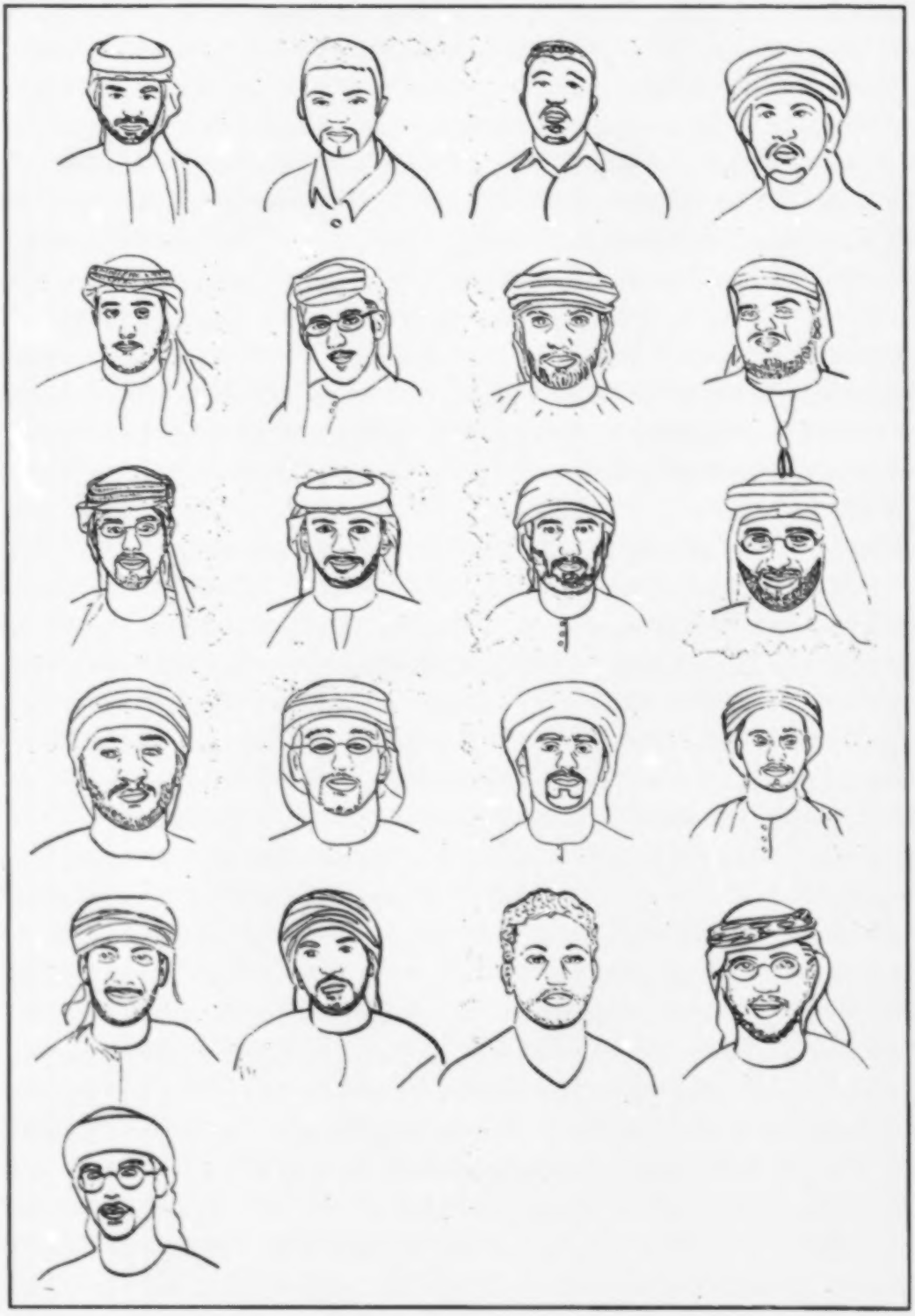

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## PICTURE GALLERY

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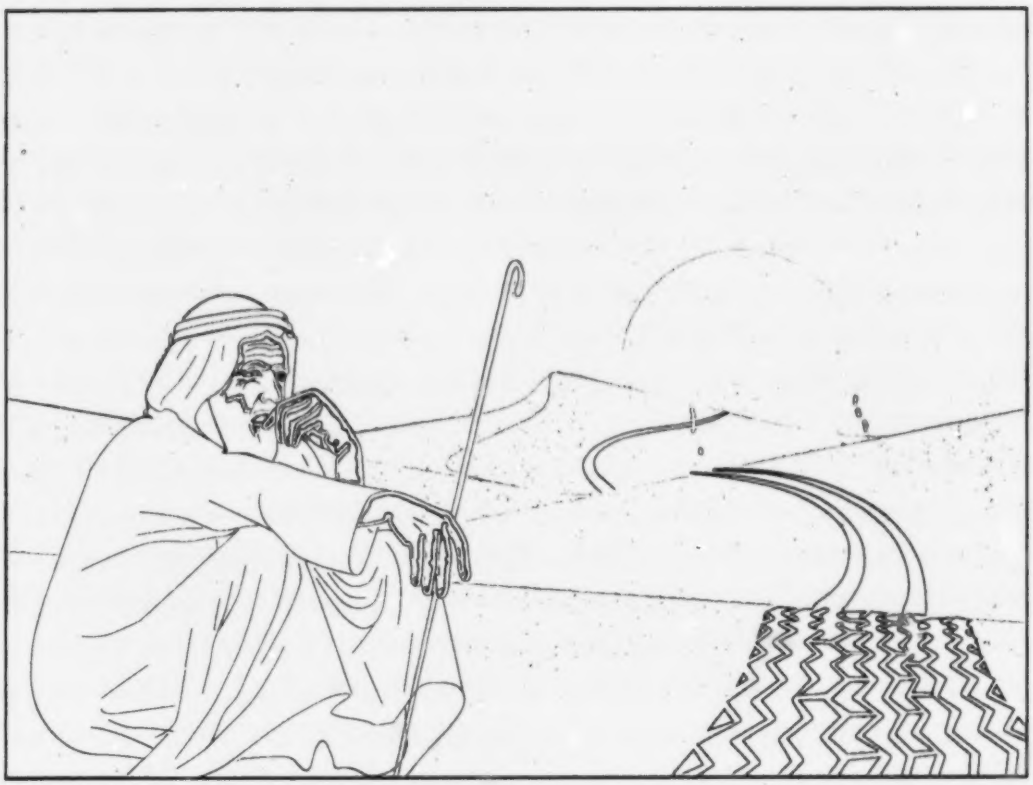

By: Ali Abdullah Al Hammadi

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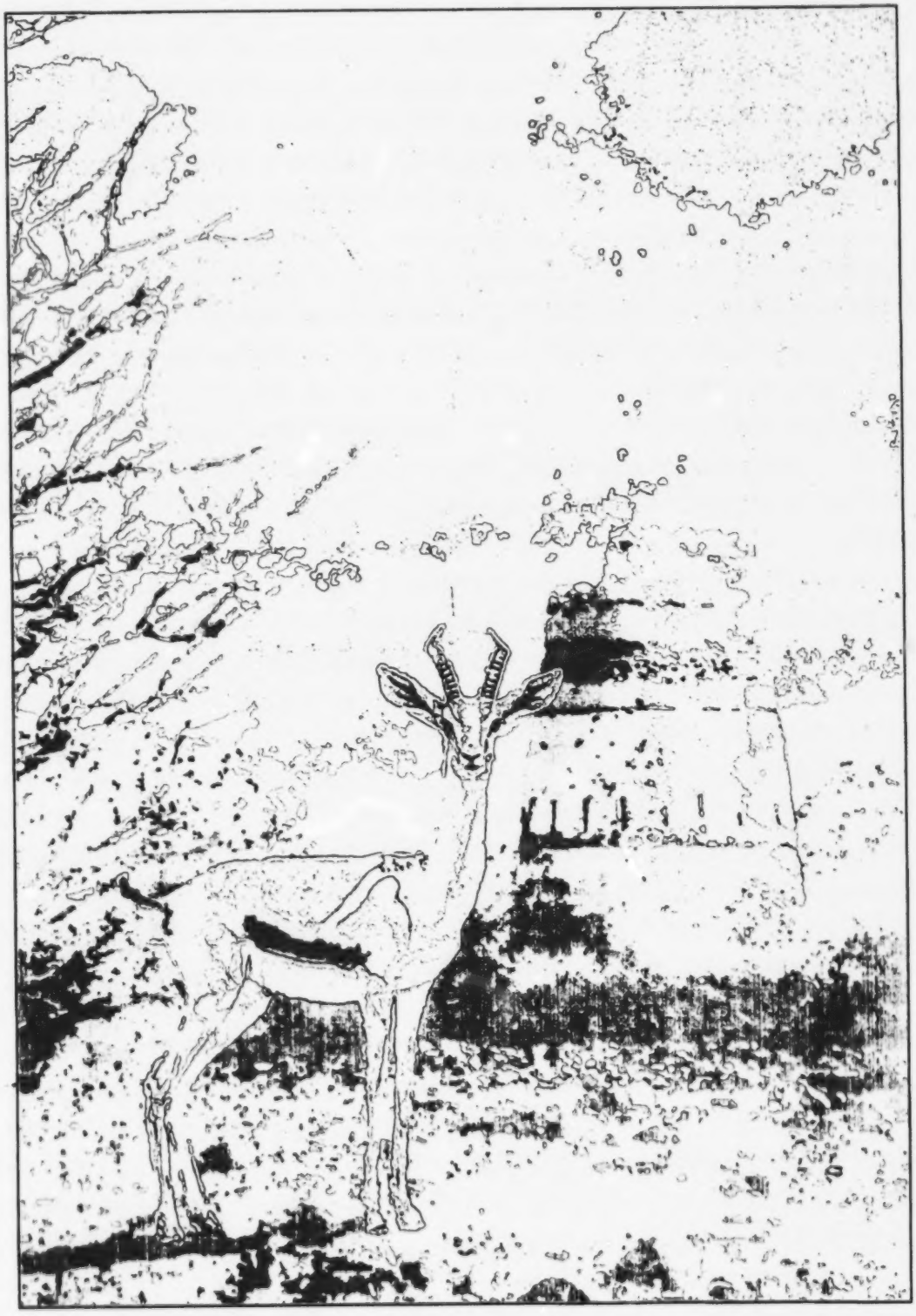

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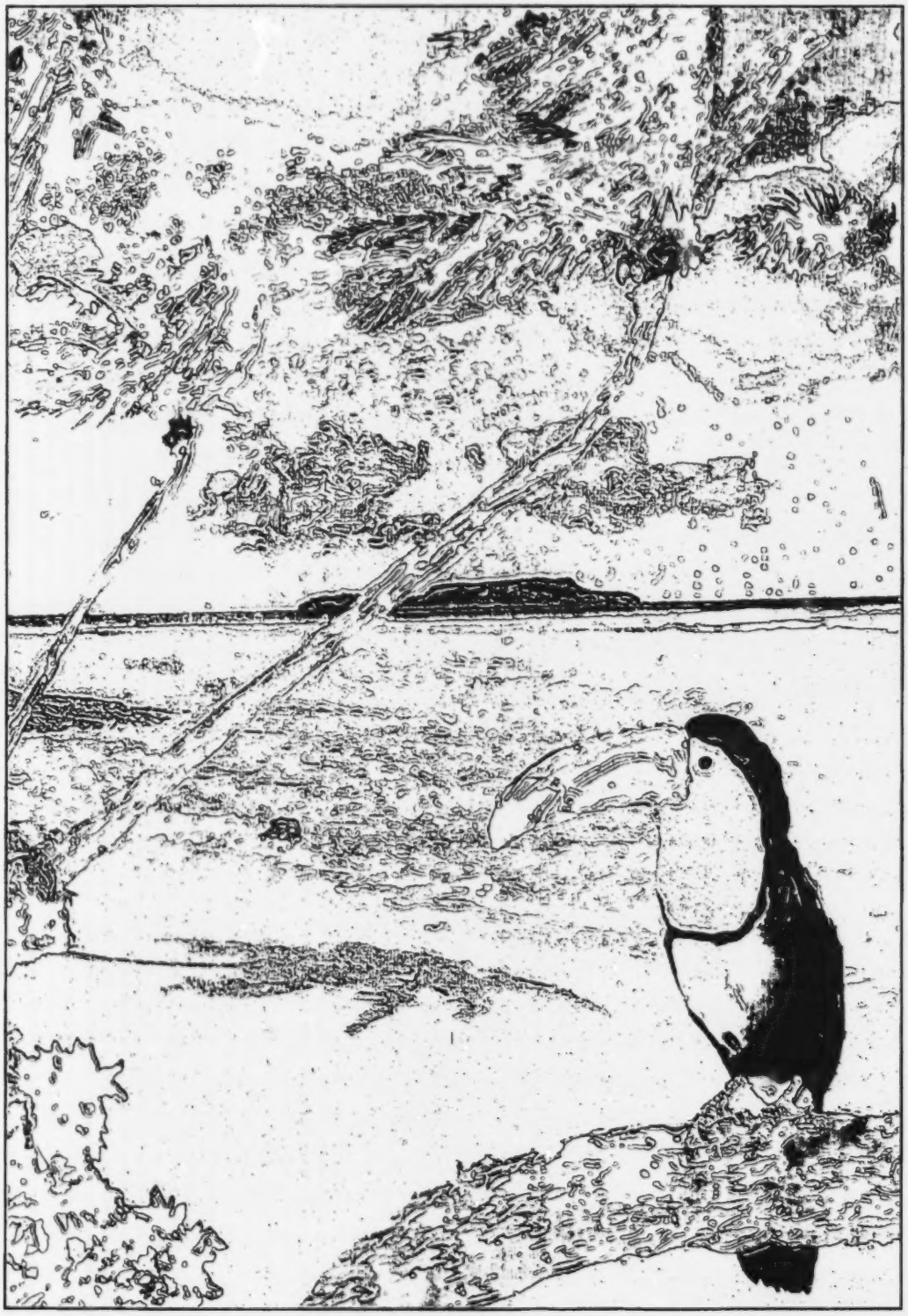

By: Mohamed Abdulqader Salim Al Habsi

APPENDIX B

# HOW TO USE CURRICULUM TEACHERS NOTES

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# APPENDIX B

## HOW TO USE CURRICULUM TEACHERS NOTES

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CHAPTER FORTY FIVE

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HIGHER COLLEGES OF TECHNOLOGY

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